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ABSTRACT

This report on an Asian Regional Seminar is presented in two parts. In part one, a review of the reports of the countries participating in the seminar shows that there is continuity in adherence to the objectives of the Unesco Associated Schools Project set forth in 1953, which were: (1) to increase knowledge of world problems and global cooperation, (2) to develop international understanding through the study of other cultures, (3) to increase knowledge and observe the principles of human rights, and (4) to appreciate the workings of the United Nations system in trying to achieve universal peace, friendship, and progress. A summary of the seminar discussion, a synthesis of difficulties, problems, and issues, and recommendations are presented. The country reports in part two illustrate variance in approaches to education for international understanding and human rights and obstacles inherent in the realities of global politics and nationalism. Country reports for Bangladesh, Indonesia, Japan, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka, Thailand, and Belgium are included. A special presentation entitled, "The Role of Education for International Understanding, Cooperation, and Peace in the Context of Development of the Asian and the Pacific Region toward Year 2000" (Park Bong-Shik), concludes the document. An appendix includes notes on the infusion of teaching about the United Nations in standard school subjects. Annexes include an agenda and schedule of the seminar; a list of documents, materials, and participants; and opening addresses of three participants. (LH)

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EDUCATION for INTERNATIONAL UNDERSTANDING

Report of an Asian Regional Seminar

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KOREAN NATIONAL COMMISSION FOR UNESCO
Seoul, Republic of Korea

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Appreciation is expressed to Mr. William A. Simpson for counsel on the editing and presentation of this report.

EDUCATION for INTERNATIONAL UNDERSTANDING

Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific
Seoul, Republic of Korea
27-31 October 1981

KOREAN NATIONAL COMMISSION FOR UNESCO
Seoul, Republic of Korea

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PREFACE

In its early days - the beginning of the 1950s - Unesco got a project started called the Associated Schools Project. The idea behind it was to begin to teach to children in school the way to international understanding, human rights and peace (even though we as the teachers have not really found the way). The line in the Preamble to Unesco's Constitution about wars beginning in the minds of men was recalled, and it was reasoned that, if good ideas on how to get along with our fellow humans were studied in school from the early grades, we should have some people coming along whose minds have been instilled with the concept of peace throughout the world.

The Associated Schools Project therefore developed a concept of subject matter which was to be entitled Education for International Understanding. The logical ends of this understanding are assumed to be those of cooperation across and beyond political borders, of respect for human rights everywhere and, finally, of that little-understood condition called peace.

The Associated Schools Project, or ASP, has had its ups and downs, perhaps more of the latter. Big quantitative goals in education, like universal enrolments and expansion of technical/vocational education, and now even such recent things as population and environmental education, have all seemed more tangible than such a dreamy goal as reaching human brotherhood; in any case, we the leaders were guilty of the famous vice of preaching in effect, "Don't do as I do, do as I say," At the same instant that we loaded our cannons or missiles, we were saying to our children that they should all love each other.

The Republic of Korea joined the Associated Schools Project soon after it was born and has participated actively since then. It was therefore appropriate that a regional seminar on the subject be held there. The present publication gives the report of this Seminar, held in Seoul in October 1981, in Part One. Five recommendations made by the Seminar to Unesco and to Member States appear at the end of this part.

The publishers have printed as Part Two edited versions of the country reports that were presented to the Seminar. Although it was originally intended to publish the reports as appendices to the report proper, the editors found that the material in them is highly varied and makes for interesting reading. More important, the suggestions, listing of constraints and possible guidelines contained in these reports can be useful to all the established Associated Schools and to schools who are to join the project in the future. An interesting feature in Part Two is an extra-regional report from Belgium, presented by one of the first people to work actively with Unesco in the Associated Schools Project, Mr. Paul Morren. Views of the Secretary-General of the Korean National Commission for Unesco, Dr. Park Bong-shik, appear as the final item as Part Two.

The report from Indonesia had an outline for teaching about the United Nations which seemed pertinent and so this was expanded and is published here as an Appendix.

Those who have been trying over the years to get more support for Education for International Understanding make a poignant plea in some of their reports for governments to support their efforts not just with money, although they would like that too, but by setting a proper example: of acting for peace instead of only talking about it. There is drama in this plea, and the promise of greater drama in the struggle for peace in the millennium about to dawn.

TABLE OF CONTENTS

PART ONE: RECORD OF THE SEMINAR

I. Introduction 2
II. Summary of Reports of Participating Countries 4
III. Summary of Discussions 6
IV. Synthesis of Difficulties, Problems and Issues 8
V. Recommendations 9

PART TWO: COUNTRY REPORTS

Bangladesh 14
Indonesia 18
Japan 22
Malaysia 32
Nepal 37
Pakistan 40
Philippines 45
Republic of Korea 51
Sri Lanka 58
Thailand 64
Belgium (A Special Report) 71
Special Presentation: The Role of Education for International Understanding, Cooperation and Peace in the Context of the Development of the Asian and the Pacific Region toward Year 2000 80

APPENDIX: Notes on the Infusion of Teaching about the United Nations in Standard School Subjects 87

ANNEXES

I. Agenda of the Seminar 97
II. Schedule of the Seminar 98
III. List of Documents and Materials 100
IV. List of Participants 101
V. Opening Addresses 105

PART ONE

RECORD OF THE SEMINAR

I. INTRODUCTION

In accordance with the framework of the Unesco Associated Schools Project, the Korean National Commission for Unesco, with the concurrence of and financial assistance from Unesco, sponsored a Regional Seminar on the Development of the Unesco Associated Schools Project in Asia and the Pacific. The Seminar was held in Seoul, Republic of Korea, at the Korean Unesco House, International Conference Room, from 27 to 31 October 1981.

The participants to this Seminar came from the following Asian countries: Bangladesh, Indonesia, Japan, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka and Thailand. The names of the participants and observers are listed in Appendix A of this report. The schedule of the Seminar appears as Appendix B.

The main feature of the opening session was the address of Dr. Rhee Kyu Ho, Honorable Minister of Education and concurrently, chairman of the Korean National Commission for Unesco. After introductory amenities and compliments to guests, Dr. Rhee called the attention of participants to the following:

> I would like to remind you of the appropriateness that Korea hosts this seminar ten years after the holding of the 1971 Regional Conference on Education for International Understanding in Asia. Furthermore, this seminar bears added significance in that it is a regional meeting of Asian and Pacific nations which will benefit the intergovernmental conference on education for international understanding which is scheduled for next year. . .
>
> The ultimate objective of this program, as I understand it, is to create a peaceful world by eliminating prejudice and distrust and promoting mutual friendship and cooperation through education for growing youths aimed at helping them deepen their mutual respect and understanding.
>
> In spite of these efforts, however, the causes of dispute and opposition originating in prejudice and distrust are still smouldering everywhere in the world and the Asia-Pacific region where we live is no exception.

Making matters worse, the actuality remains that wars today risk expansion to the level of regional or global hostilities making it impossible for any single country or nation ro remain apart. . .

I believe that the reason why mutual understanding and cooperation instead of prejudice and distrust among countries and nations of the world are required more urgently now than at any time before can be found in this reality.

Seen from this viewpoint, education for international understanding ought to be strengthened further with the wholehearted support of all the Member States. I also believe that the significance of this seminar may be found in this context.

I sincerely hope for this reason that this seminar will not only provide a good impetus for promoting mutual understanding among peoples in the Asia and Pacific region but will even make a contribution to establishing world peace.

Dr. Thamrong Buasri, Representative from the Unesco Regional Office for Education in Asia and the Pacific stated in his congratulatory address the following:

On behalf of the Unesco Regional Office for Education in Asia and the Pacific, Bangkok, I would like to express my thanks and appreciation to the Korean National Commission for Unesco for inviting me to attend this meeting and for providing me with the opportunity to say a few words to you this morning. . .

Since its inception in 1953, the number of the Associated Schools has increased many-fold; i.e., from 33 Schools in 15 countries to a world-wide network of some 1,300 participating institutions in 74 countries. This is an encouraging accomplishment although, in most cases, the number of Associated Schools as compared to the total number of schools in any particular country is only a small percentage.

There are many problems encountered by the Associated Schools in carrying out their tasks. The problem of the role and responsibilities of Associated Schools within the framework of the educational system is a pertinent one. Some schools are faced with the problem of sustaining the interest and enthusiasm of individual teachers and improving their teaching abilities. Other schools do not have all the necessary human, technical and financial resources to carry out the project. In some cases the already overloaded curriculum makes it difficult to introduce new dimensions to it. In other cases, teachers often resist changes in their methods of teaching to promote effective education for international understanding.

In spite of all the problems and difficulties, the Associated Schools have made considerable achievements. There are numerous examples of practical and successful projects conducted by individual schools and by the national coordinating bodies. There are several evidences which show that teachers and students are awakened to the need for peace, international understanding and respect for human rights, and are prepared to accomplish these tasks. Some countries have taken positive action in developing curricula and in carrying out community-oriented activities. The awarding

of prizes to the most active Associated Schools was instituted in one country and was found to be a great motivation for the schools. In another country textbooks related to international understanding were improved. There are many other examples carried out by the Associated Schools which show the strength and potentialities of the Project. It seems very desirable at this juncture to congratulate the Schools and those involved in the project for their continuing efforts, interest and enthusiasm and for the achievements they have made.

After the opening-ceremony speeches, the group elected the following officials of the seminar:

Dr. Yung Dug Lee	–	Chairman
Dr. Abdul Qasemm Mian	–	Vice chairman
Dr. William Ll. Estrada	–	Rapporteur
Dir. Chandrasena Hettiarachchi	–	Vice rapporteur

When Dr. Lee assumed the chairmanship he remarked that when he was elected as Chairman 10 years ago, he thought he was too young to be chairman, and today, he feels that he is too old to be chairman again. Nevertheless, he expressed his humility in accepting the honor and privilege accorded to him again, not just for himself but also for his beloved country.

II. SUMMARY OF REPORTS OF PARTICIPATING COUNTRIES

A review of the reports of the participating countries to the Seminar shows that there is continuity in the adherence to the objectives of the Unesco Associated Schools Project set forth in 1953. These objectives are: 1) to increase knowledge of world problems and global cooperation, 2) to develop international understanding through the study of other people's culture in various countries, 3) to increase knowledge and observe the principles of human rights, and 4) to appreciate the workings of the United Nations system in trying to achieve universal peace, friendship, and progress.

The activities that have been undertaken at the separate levels of education, or types of schools, show awareness of world problems, interest in other cultures of the world, understanding of the principles of human rights, and belief in the United Nations and its Specialized agencies in the promotion of peace, friendship, and progress among the nations of the world. They show, in other words, that those responsible for training the region's citizens of tomarrow are trying in spite of handicaps to guide the young away from making the mistakes their parents have made and toward strengthening the humanitarian advances that their parents have managed to achieve.

The country reports form Part Two of this report. These reports illustrate how varied may be the approaches to Education for International Understanding and Human Rights. Some participants listed practical activities. Some stressed links with traditional subject matter. Some cited problems common to everyone.

One significant paradox which becomes apparent from a perusal of the reports is the following. Many schools and other institutions are trying to work toward the idealistic goals that leaders set forth, yet those same leaders often show by their actions that realities of global politics and nationalism are far removed from those goals. In effect, not much money or time can be spared for abstract ideals when tangible factors—military—industrial ones in large proportion - are more pressing politically.

For purposes of readability, the country reports have been edited and, in most cases, condensed. Not only has some theoretical content been deleted – as it can be found elsewhere – but sections of reports of activities and sample subject materials have given way to space considerations. The editors feel that the reports as presented give a concise picture of the status of Education for International Understanding in the region, demonstrating its need for being accorded a higher priority by the United Nations and by the Member States than it has had in the past.

Salient characteristics of the country reports (prepared by the participants in their private capacities) are these:

Bangladesh	:	Current practices, numerous constraints, some recommendations
Indonesia	:	Background, United Nations information, possible activities
Japan	:	Content of studies, review of selected activities
Malaysia	:	Change from curricular to extra-mural activity, an international work-camp
Nepal	:	National seminars, activities, exchanges
Pakistan	:	Ideals, national conventions, news letter, recommendations, difficulties and issues
Republic of Korea	:	Programmes, analysis of problems and prospects
Sri Lanka	:	Cultural background, aims of education, celebrations and competitions

Thailand	:	National seminars, translation and publishing, psychological problems, suggestions
Philippines	:	Objectives and approaches, difficulties, sample learning exercise
Belgium (Special report):		European background, teaching of History and Social Formation, new trends, universities.

III. SUMMARY OF DISCUSSIONS

Dr. Lee Yung-dug, Chairman of the Seminar, called attention to the outline of topics to be discussed in connection with the theme of the Seminar which is the Development of Unesco Associated Schools Project in Asia and the Pacific. Briefly, the main topics for discussion were:

1. Suggested improvements in the process of education by school levels (primary, secondary, teacher education and higher learning institutions, non-formal education institutions). Under this topic were the following sub-topics;
   a) Philosophy and objectives
   b) Curricular and extra-curricular contents
   c) Teaching/learning activities
   d) Materials
   e) Evaluation
2. Suggestions for topics for research and experiment
3. Organization, administrative and supervisory support at the national level
4. Ways and means to further develop the project:
   a) at the regional level
   b) at the international level.

The participants agreed to the outline and spirited discussions ensued. With regard to philosophy of education, Hyung-Jin Yoo said that in his university, "We believe that education for international mindedness is most efficiently achieved through a revival of the spirit of the humanities in the curriculum of schools and universities." With regard to the question of national identity, Prof. Yoo expressed the belief that "education for international understanding does not preclude national tradition or identity: rather, one's own tradition is the prerequisite for international education. . . If we recognize the importance of humanist education, we should never underestimate the values of our own cultural heritage. We are living in an age of rapid change

and it is very likely that insecurity, confusion and even revolutions are unavoidable if we fail to find means of solving problems: there is a danger of reducing ourselves to being 'slaves of change' instead of becoming 'masters of change.' "

The participants agreed, however, that in considering the philosophy and objectives of education, local traditions as well as universal values should be taken into consideration from the standpoint of international-mindedness.

The participants were in conformity with the thought that curricular offerings in their respective countries should consider local requirements as enunciated by the their Ministries, taking into consideration outlines and suggestions published by Unesco. They also agreed that teacher-training activities should follow established universal practices that consider the psychological, social, logical, and cultural processes in the development of the total human personality.

The participants were unanimous that there is a dearth of instructional materials to be used in Education for International Understanding.

They were aware of the importance of the evaluative process and refer to the various activities undertaken by their respective Associated Schools.

The suggestions of Mr. Paul Morren, Unesco Consultant to the Seminar, were appreciated. Among others, Mr. Morren enumerated the following areas for research.

A. The organization structure of the country's Associated Schools Project
    1. The relation between the country's Ministry of Education and the National Commission for Unesco.
B. The profile of a typical Associated School in the country: (1) teachers: (2) students; and (3) Supervisor/administrators
C. Teacher-training activities in Associated Schools in the country
    1. Physical plant facilities
        a) Library
        b) Special rooms
    2. Time scheduling
        a) Students' schedules
        b) Teachers' schedules
D. Materials
    1. Instructional (Positive/Negative)
    2. Documentary references

3. Audio - visual equipment

It was pointed out by Mr. Morren that there is need for better co-ordination between National Commissions for Unesco and the Ministries of Education with regard to the establishment and organization of Associated Schools. The participants, in turn, felt that Unesco should provide more assistance in the development of the project, and should undertake the development, printing and publication of more materials for learning. There is also a need for a regional coordinator for the Associated Schools in Unesco's Regional Office in this part of the globe.

It was suggested by participants from countries that have recently implemented the project that the experienced participating countries might themselves initiate activities (regional seminars, demonstrations, workshops) wherein they might profit from others' experiences.

The participants had before them a document entitled "An Exploratory Action Research for Increasing the Awareness of World Problems among University Students" by Dr. Ran-Soo Kim, Professor of Education, Yonsei University, Seoul, Korea. The study shows the importance of the university as "the converging point of major revolutionary forces as well as the spring-board for emergence of viable ideas for a better perspective of the problems of human welfare."

In his commentary the author adds further: "The interaction pattern of challenge and response between the university and the surrounding, larger society is not only characterized by its rapidity, variety and complexity but also by its extent of involvement. For the survival of humankind the university's role must be expanded to the international level. . . a vital university must have the dynamic adaptability to keep its own programs abreast, if not ahead, of the rapidly changing demands of society which global interdependence dictates."

IV. SYNTHESIS OF DIFFICULTIES, PROBLEMS AND ISSUES

One of the main constraints to the Associated Schools Project in some of the Asian countries is their national administrative control system. Because the National Commission for Unesco is not the authority designated for the creation and implementation of educational policies in the country, it will be necessary to educate and convince the authorities concerned—the Curriculum Development Centre or the Schools Division in the Ministry of Education—of

the importance of an international-minded education from the beginning of a child's education.

In this respect, it should be noted that the existing school curricula of most education systems already have a wide theoretical coverage of the Social Sciences with extensive information about other countries, but with little emphasis on the commitment of such academic knowledge to the achievement of international understanding, co-operation and peace. As such, the National Commissions for Unesco have to make the greatest effort to have the concept of international understanding, cooperation and peace incorporated in school education as part of the curricular programme.

Textbooks present detailed but neutral information about other countries. Geography, history and other subjects teach the students something of the characteristics of the countries, people and past events concerned. To complement the textbooks, the National Commission should regullarly provide additional reading materials to associated schools concerning the United Nations and its related agencies and the essence of international understanding, co-operation and peace as demonstrated in current situations around the world.

The participants were unanimous that funding was a common constraint in the implementation of some activities.

A majority of the participants are unhappy over the rapid turnover of dedicated and competent teachers to better paying jobs found locally or abroad.

The participants were unanimous in noting the inadequate provisions from Unesco of its various publications to be used in the promotion of international understanding, cooperation, and peace in these Associated Schools.

V. RECOMMENDATIONS

RECOMMENDATION 1

The participants,

- in unanimous but independent arrival to a consensus to the effect that the propagation of international-oriented education (education for international understanding, co-operation and peace) is in support of one of the basic aims of Unesco.
- further unanimously aware of the insufficiency of instructional materials

and publications that emanate from Unesco,

- mindful of the oriental dictum of word-of-honor as per commitment to Unesco and the United Nations,
- recommend that a higher priority be given to the Associated Schools Project among the varied projects under Unesco's commitment, and
- further recommend that Unesco attend to the provision of adequate Unesco publications and materials for the Associated Schools Project in this Region.

RECOMMENDATION 2

The participants,

- considering the country reports from the region, which were very informative for any person who is interested in education,
- mindful of the various difficulties, problems and issues enumerated in these reports,
- appreciative of the various activities considered as special programmes which other schools could emulate or use as models in the furtherance of international education (education for international understanding, co-operation and peace),
- recommend the appointment of a coordinator of this project in the Unesco Regional Office in Bangkok; pending Unesco's appointment of a regional co-ordinator, one of the National Commissions for Unesco in the region may be given the responsibility for regional co-ordination,
- the regional co-ordinator, in cooperation with the national coordinator and associated schools, should make efforts for the establishment of a mechanism whereby a system of exchanges of programmes, materials, evaluative instruments and even teacher-advisors so that the basic objectives of the Associated Schools Project may be achieved,
- further recommend that Unesco accord high priority to the development of materials (books, brochures, films, film strips, and others) in Education for International Understanding, Peace and Cooperation. Unesco may then assist in the printing, publishing and distribution of these materials in various languages of the region.

RECOMMENDATION 3

The participants,

- considering the national commitment to Unesco and the improvement of the quality of life in the national spheres,

- aware that the success of the Associated Schools Project depends upon qualified, competent and dedicated teachers, supervisors and administrators,
- noting that the next essential factor in the learning process is the proper school plant and facilities,
- mindful that the associated schools are to serve as catalysts in the educational system,
- and finally, postulating that periodic evaluation of the project is a requisite for its continuance,
- recommend to the Ministries of Education of the respective member countries to give more attention to the implementation of the Associated Schools Project in the furtherance of national commitments to international understanding, cooperation and peace.

RECOMMENDATION 4

The participants,
- aware that the region of Asia and the Pacific has 25 Member States of Unesco,
- noting that out of these Member States only 12 are implementing the Unesco Associated Schools Project,
- mindful of the fact that efforts need to be made for the participation of more countries of the region in the endeavour towards international understanding, cooperation and peace,
- strongly appeal to the non-participating Member States of the region to join the project for the promotion of international understanding, cooperation, and peace, and
- recommend that Unesco take necessary steps to encourage the participation of the remaining Member States in the project.

RECOMMENDATION 5

The participants,
- mindful of the importance of the evaluative process in any human endeavour,
- noting the infrequency of seminars among the Member States of the project in this part of the world for the exchange of ideas, procedures and techniques and personal contact,
- recommend the preparation of a scheme whereby a biennial or triennial

seminar among the Member States implementing the project be held with the concurrence of Unesco, and with technical and financial assistance from the Organigation

PART TWO

COUNTRY REPORTS

BANGLADESH

Prepared by MUHAMMAD ELTASUDDIN 'Principal,
Teacher's Training College, Rajshahi

Education for international understanding in Bangladesh started immediately after its inception, supported by people's enthusiasm and in conformity with educational policies of the Government. At present various experiments in the field of education are being carried out in school education as well as in adult education.

Education for international understanding in Bangladesh gained momentum with its participation in the Unesco Associated School Project in 1977, when educational institutions were selected for association.

The experiences and findings of the Associated School Project have contributed to revisions in the curriculum and study courses in Bangladesh. In the present school curriculum, much attention is given to education for international understanding. The National Curriculum Centre is increasingly laying stress to provide children with improved insights into other cultures, their own culture and the mutual interdependence of nations. Stories of children of other lands have been incorporated in the syllabuses of language, history, geography and core subjects of the primary and secondary schools with a view to familiarizing the children with the physical, social, economic, religious and cultural backgrounds of the children of other lands. Moreover, efforts are being made to include various common problems of mankind which relate directly to world peace and human welfare, such as illiteracy, pollution of the environment, population growth, famine and disease to the syllabuses of environmental and social studies at all levels.

Four Primary Training Institutes, and one Teachers' Training College in the Associated School Project in Bangladesh are also playing a vital role in spreading and encouraging education for international understanding. All subjects taught in these institutions can help to spread the ideas of international understanding and cooperation. To achieve that, the teachers of these institutions must be ready to hold a dialogue with their students with the aim of making them more receptive to other people's views. In this, everything can be of help – history, geography, modern languages, even mathematics and pure science. Considerable progress has already been made in this direction in the Teachers' Training College, Rajshahi. Besides incorporating the ideas of international understanding and co-operation into the syllabuses of the

main subjects, the college observes 'World Literacy Day' with seminars, dramatic performances, and other cultural functions focusing on the problems and issues created by illiteracy in certain parts of the world. Various Institutions of Bangladesh in general and of the Associated School Projects in particular also observe 'Human Rights Day' every year by holding a seminar discussion meeting highlighting the legitimate rights of the people of this world irrespective of their colour and creed.

In Bangladesh, Unesco Clubs in many educational institutions have been playing a stimulating role in promoting education for international understanding and co-operation. They organize special activities such as making use of information received; collecting information to send; holding drawing competitions; collecting Bangladeshi stories; arranging readings of foreign stories, plays or sports activities; and publishing a magazine. Moreover, young people are encouraged to make pen-friendship with children of other countries and to arrange exhibitions of view cards and stamps of the different countries of the world.

In the long term, an awareness of the world problems must be created among children. To do this, teaching should be lifted to an international level. The curriculum must contain such things, but there needs to be a reappraisal of the spirit of education and of teaching methods. This concerns the teachers, who must be motivated. We have therefore taken action in the Teacher Training Institutions, organizing 'Open days' to spread information, arranging seminars and lectures, using the mass media and collecting information to be made accessible. Students are being largely involved in these activities, because they would organize education for international understanding when they go back to teaching. Attempts are also being made to make parents and everyone more aware of these matters.

Difficulties, problems and issues

Any discussion of issues related to education for international understanding and co-operation in Bangladesh must take into consideration two major factors: first, the recency of the Bangladeshi participation and, second, the limited economic resoources. In this sense, Bangladesh may be considered a prototype for other countries who will have to go through the organizational phases of setting up the project or may have extremely limited resources.

Programme content

In all educational institutions of Bangladesh, the major emphasis in pro-

gramme content is upon the theme of environmental and social studies, which is a popular subject up to the secondary level. At the elementary level, attempts are made to capitalize on exchanges within the country to emphasize understanding between different regional and social groupings, although a few topics related to the living conditions of people of other lands are included. Generally, a country from each of the major climatic regions of the world is selected for this purpose. At the Secondary and teacher training levels, specifically international topics – social, political, geographic – receive more emphasis. In many cases, however, it is difficult to distinguish clearly between the proposed programme content of education for international understanding and co-operation, and the normal programme in schools. This lack of specific programme content poses a major problem for the Associated Schools Project in Bangladesh.

Methods and materials

In most of the elementary and secondary schools in Bangladesh,the classrooms are overcrowded: sometimes the teachers have to manage classes of as many as 100 students, and it becomes difficult for them to teach methodically. Moreover, most of the schools lack adequate teaching materials. There are some schools which do not possess even the minimum of teaching aids and equipments, and without adequate teaching materials the Associated Schools Project cannot be carried on successfullly.

National support and co-ordination

Co-ordination of the Associated Schools Project in Bangladesh takes place primarily through the National Commission for Unesco. A special section of the Ministry of Education deals with the programme and maintans communication with the participating educational institutions. Nevertheless, more national support and Co-ordination is necessary to speed up the successful implementation of the programme.

International support and co-ordination

In the schools of Bangladesh, a major need exists for international assistance in providing both teaching aids and equipment. There is also the necessity of providing the schools with more pamphlets, booklets and journals published by Unesco. The United Nations and Unesco films depicting global issues and problems of mankind should be made available to the schools.

Future plans and prospects

Education for international understanding and co-operation in Bangladesh is a long and exacting task. It has begun modestly with specific, limited actions but, if it receives adequate national and international support, it has all the potential for extension and development. The following are the future plans and prospects for the promotion of education for international understanding and co-operation in Bangladesh:

1. Clear aims for education for international understanding and co-operation have been worked out on both a short-term and long-term basis.
2. Attempts are being made to develop a clear communication system with a regular bulletin, operating within the Associated Schools Project itself.
3. Contents of study are to stress the promotion of understanding between groups from different cultural and ethnic backgrounds, both within countries and between countries.
4. The person occupying the role of national co-ordinator would be in a professional position so that he or she can exercise an effective leadership role. Decision is being made to form advisory boards and liaison committees.
5. National authorities in collaboration with the appropriate training institutions would organize wherever possible specific training opportunities for the skills development of teachers in the Associated Schools Project. Skills development would *go beyond* simply sharing experience in a workshop and would be based upon *specific teaching* by persons expert in a relevant field.
6. Finally it is recommended that:
   a) Efforts be made to increase the flow of relevant teaching materials to the Associated Schools. Free materials from all branches of Unesco and United Nations agencies should be regularly solicited and distributed,
   b) All branches of Unesco, especially those working in the field of education, consider the Associated Schools at their schools. The Third-World countries which have serious financial constraints to carry on the Associated Schools Project should be provided internationally with adequate financial resources.
   c) The success or failure of the Associated Schools Project depends primarily upon the national commitment. Hence Bangladesh should review its present commitments in order to ensure that at least a minimum amount of resources is available to ensure effective national co-ordination and the development of links between the Associated Schools and other institutions in the country. Leadership by the relevant Ministry and its officials is a crucial component of national support.

INDONESIA

Prepared by Miss HASNAH GASIM, Staff Secretariat,
Indonesian National Commission for Unesco

The Associated Schools Project

Activities of the Associated Schools Project (ASP) should be organized according to pupils' interests and aptitudes. The first year of activity of the Associated Schools Project should be concentrated on introducing the pupils to the structure and role of the United Nations and on education concerning human rights and freedom. The second year should be concentrated on knowledge of countries and the people of the whole world. It should begin with understanding and appreciation of culture closest to the pupils and then slowly widen their horizons to include world studies. Knowledge of other countries should emphasize the work of the United Nations and Unesco in socio-economic development.

The following subjects are recommended to be taught at schools participating in ASP: (1) The United Nations and its specialized agencies; (2) Human rights; (3) Man and his biosphere; and (4) Culture, traditions, customs and songs of other countries.

Teachers of ASP should be qualified and trained in the teaching of education for international understanding. They also have to understand the reason for participating in the programme, the benefit for students in participating in the project and the problems encountered in the teaching of education for international understanding. This information should be available to them if possible in the local language.

In this respect Unesco's role in making the material available is very important. Unesco could provide the materials and guidelines in the teaching of education for International Understanding by underwriting contracts with other institutions. One Unesco effort in providing materials for the teaching about the United Nations and Unesco was the holding of a seminar on the subject in New Delhi in December 1978. Groups participating in the seminar, were divided into four, each concentrating on one of the questions of WHY, HOW, WHAT and Difficulties of teaching the United Nations and Unesco.

Recommendations on the teaching of the United Nations and Unesco

should also be known by teachers of ASP. The philosophy behind the teaching about the United Nations is well defined in article 26, paragraph 2, of the Universal Declaration of Human Rights which states, "Education shall be directed to the full development of human personality and the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace".

The United Nations envisages the inculcation of the spirit of world citizenship in preparation for building a world society, free from the scourge of war, hunger and ignorance and rich in tolerance, understanding and the appreciation of universal values. It is therefore essential that education embrace the acquisition of knowledge and the development of attitudes which promote the growth of international understanding. As citizens of the world of tomorrow, children should realize the significance of the work of the United Nations and its impact upon their lives, as the adults have rather fixed ideas of their own and it is not easy to make them understand things as they should be.

To help them develop a sense of responsiblity to fellow human beings and a sense of international belonging, children should appreciate the articles of the United Nations and its related agencies. This should make them realize that the the achievements of any country depend to a large extent on international cooperation.

The world is a far cry from the world we would like our children's children to have. The United Nations and its Agencies form our best hope for peace and survival. It is the conscience of the world – to give aid where it is needed, to reprimand where nations err, and to give justice where it is due.

Materials and methods of teaching

Different teachers are succesful with different methods.Each teacher should develop his or her method of teaching and occasionally try a new method to acquire a new style so as not to be stereotyped in a single teaching technique.

1. Material: Reading is generally the principal method, and books, pamphlets, daily newspapers and other publications are the fundamental resources for learning about the United Nations.

2. Pictures: Pictures are extremely valuable materials for teaching and an extremely fine method of instruction. Pictures, posters and charts, and film strips are very effective teaching approaches.

3. Radio and television; While valuable for arousing students' interest, care should be exercised so that news coverage will not be superficial, nor should the students be exposed only to the explosive issues aired almost daily.

4. Maps and globes: Maps can be made in numerous ways – drawn on the floors of classrooms, on the walls or in the school grounds. Since the United Nations and its agencies work in almost every part of the world, its study can be an important part of a course in geography.

5. Panel discussions and debates: Participants must have considerable background reading, and in the case of debates, the debate question must be clear.

6. Model assemblies: This type of approach helps participants to take a realistic view of the work of the United Nations and its agencies and encourages them to do a great deal of reading.

7. Observances: The observance of United Nations Day, Weeks or Years has become a widespread means of teaching for international understanding.

8. Choral speaking: This manner of approach may be used offectively in speaking the Preamble to the Charter of the United Nations or the Preamble to the Constitution of Unesco.

9. Speeches and Interviews: Outside speakers can be invited regularly followed by interviews with representatives of other countries.

10. Writing Projects and Contests: United Nations projects can be topics in writing and composition.

11. Visits: Excursions and visits to Embassies or offices of specialized agencies of the United Nations.

12. Symbols: Collecting illustrations and symbols of the United Nations, children early in life acquire the collection instinct.

13. Research: Elementary research on world problems and the use of current themes is valuable.

14. Action Projects: That the best learning is with the active participation of the students is abundantly clear. Action projects along the following lines are suggested: (a) Better health campaign; (b) Help build a local school-house; (c) Pen-pal programmes; (d) Food production campaign; and (e) Participation in literacy projects.

The Associated Schools Project in Indonesia

In 1953 the Minister of Education and Culture set up a permanent Committee to supervise experimental activities and study ways and means of

developing education for international understanding and cooperation. Three schools were selected to participate in the Unesco Associated School Project. In these three schools, teachers of geography, history, civics, language, biology and music were requested to relate their lessons to the activities of Unesco in order to give students some ideas about international cooperation with the aim of fostering international understanding.

In 1959 selected students of the three schools carried out a project lasting seven weeks on the three countries of Japan, Italy and Egypt. They made a special study of the daily life, social development, education, industry, music, dress and food of these countries. On United Nations Day each group presented an exhibition of crafts, products of industry, posters, pictures and descriptions of the selected countries. A similar programme was carried out in 1960 devoted to the studies of India, Yugoslavia and the Philippines.

Of the three schools selected in 1953, only one school has retained its participation in the Associated Schools Projects. In view of this, the Indonesian National Commission for Unesco will hold in 1982 a national seminar on increasing the number and improving the quality of Associated Schools in Indonesia.

Even though only one school participates in the Associated Schools Project in Indonesia, it does not mean that in the curriculum of the primary, secondary and tertiary levels of education there is no teaching of education for international understanding. In fact, this teaching is included in the curriculum of all levels of education, especially in the subjects related to social studies.

JAPAN

Prepared by HAJIME KIDO, Unit Chief,
Ministry of Education, Science and Culture

Background

General

It has been said that the Japanese in general lack an international sense and have a rather isolated attitude towards the outside world. This national-specific attitude may be explained mainly by the fact that Japan is an island located on the eastern edge of Asia and that the society consists of one race. Throughout Japanese history, the Japanese have had relatively little cultural contact with other countries.

This has had a strong influence on the Japanese way of understanding other cultures. Before the Meiji Restoration in 1868, the Japanese culture developed through adopting mainly Chinese or Korean culture, while after that, the culture developed through adopting Western culture. In the process of adoption, the Japanese accepted imported goods, technology and knowledge as they were and paid little attention towards their own societies and ways of living which form the background of their cultures.

In the past, most Japanese did not have a direct opportunity to experience foreign societies or cultures or to have contact with foreigners. After the Second World War, especially recently, this situation changed drastically. With the increase of close international co-operation and transportation, the numbers of overseas Japanese and tourists have also increased. More Japanese have been able to experience other life-styles in foreign countries and it has become possible for many people from different social classes to go abroad.

Accordingly more Japanese have begun to recognize the necessity for international understanding and, as thousands of teachers are sent to foreign countries every year as part of their in-service training, they are able to present their knowledge to their students after their return. For these reasons there has been much improvement in the condition of teaching international understanding to students in recent years. Nevertheless, if we look at the level of international understanding of the students, it cannot be denied that there is still the tendency of aquisition of mere factual knowledge about the rest of the

world. It seems that the reason for this is the relatively little chance available for most Japanese to have direct contact with foreigners, and to study about them in their school lives, although the conditions have improved as compared to the past.

At present, the aim of education for international understanding is try to get to understand the people of a foreign country in order to understand humanity itself rather than to become familiar with foreign politics or economics. For this aim the method of study focuses on the ways of living, customs, and cultures of foreign countries. The long-term objective of our practice and research is to improve the students' outlook by allowing internationally minded young people an opportunity to gain a deeper knowledge of the totality of foreign affairs (not only to understand foreign life, customs and cultures) so that they will be better able to cooperate with people in other countries.

National Policies

The Japanese Constitution assures respect for the dignity of the individual and guarantees to all people the fundamental human rights and freedoms. It explicitly states that "there shall be no discrimination in political, economic or social relations because of race, creed, sex, social status or family origin." (Article 14) Japan's code of laws as a whole, based on this and other articles of the Constitution, precludes any discrimination among the Japanese people. *The Fundamental Law of Education* speaks about equal opportunity in education as follows: "The people shall all be given equal opportunities of receiving education according to their ability, and they shall not be subject to educational discrimination on account of race, creed, sex, social status, economic position or family origin." (Article 3)

The preamble of the Constitution declares that "We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationships, and we have determined to preserve our security and existence, trusting in the justice and faith of the peace-loving peoples of the world. We desire to occupy an honored place in an international society striving for the preservation of peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth. We recognize that all peoples of the world have the right to live in peace, free from fear and want."

Curriculum

The Curriculum Council issued a statement to the Minister of Education, Science and Culture in 1976, which is to be the basis for the present revision

of the curriculum guidelines, which are called Courses of Study. It urges both elementary and secondary schools to base their social studies curricula on developing awareness of the importance of the environment and natural resources, and promoting international understanding based on the principle of respect for human rights. A complete curriculum revision is being completed in 1982.

In Japan, it is often said that education for international understanding must be started at the kindergarten level. This opinion is based on the idea that the following are essential to form the basis of international understanding: to enrich emotional feelings, to promote the children's interests in affairs outside Japan by means of seeing other nations' flags, singing foreign songs or playing games. At the higher levels of elementary school, some subjects, such as Japanese language, social studies and moral education sometimes refer to foreign affairs. This introduction becomes the basis of study after elementary school.

At the junior and senior high school levels, international understanding is closely related to the content of every subject. The topic contents of studies related to international understanding are common to lower and upper secondary school curricula and their related subjects and are given in the table below.

Content of Studies	Related Subjects
1. To come to know that the world is becoming interdependent: a) International relations, such as trade and cultural exchange and so on; b) Universal problems such as population growth, the food crisis, natural resources, environmental problems, and use of the oceans. c) The relations between international situations and Japanese politics, economics and foreign politics.	Social Studies
2. To realize that there are various races and cultures in the world: a) To look at other countries from various points of view such as, geography, history, social systems, industry, and traditional culture . b) To discuss the political, economic and cultural problems of nations or regions.	Social Studies English language Japanese language Fine Arts Music Home Economics Special Activities
3. To know the international organizations and their	Social Studies

functions: a) Major treaties that involve international organizations or the whole world; b) international organizations and treaties.	
4. To understand how Japanese culture has been formed and developed and affected by other cultures: a) The relationship between Japanese and East Asian cultures in early centuries when Japanese culture started to be formed: the 16th- and 17th-century European cultural effects on Japanese culture; European and American cultural influences on the modernization period of Japanese culture; b) Contemporary cultural exchange between Japan and other nations.	Social Studies Japanese language Fine Arts Music Science
5. To consider what Japanese are expected to do in the current and future world: a) As a summary of the learning of international understanding; b) To nurture positive attitudes towards the expected roles.	Social Studies Moral Education Special Activities

The term "Related Subjects" in the table above means the courses which are most closely related to international understanding. The term "Content of Studies" in this table should be based on ideas such as respect for other human beings, the establishment of peace, and the understanding of human beings through cultural understanding.

It is Social Studies that has been most closely related to international understanding in Japan. Particularly, it is in such subjects as world geography, world history, international politics and international economics that students learn about foreign countries and foreign people. In Japanese language class, English language class, fine arts and music classes, the instructional materials sometimes include information about foreign countries. While in science classes, students touch foreign elements when they study the Western history of science. By looking at the social and cultural backgrounds of the nations which appear in the instructional materials, the students' understanding of their countries will be enriched. The purpose of moral education is to increase the students' respect for human beings, love for humanity and develop a peace-

loving mind, all of which should be the foundation for international understanding. Therefore, moral education is very closely related to international understanding. Moreover, special activities play an important role because they help students develop their international understanding through actual experience.

The steps by which the students develop their international understanding are generally considered to be the following:

1. *Interests* in the world surrounding Japan, and in human cultures.
2. *Understanding* of the world and its cultures.
3. *Transformation of consciousness* to include the world and other cultures; and
4. Formation of an *Attitude* of international harmony and cooperation.

Although every subject includes these steps, each subject emphasizes different steps. For example, in Japanese language class, the third step of "Transformation of Consciousness" is emphasized through memorable readings such as *Canadian Eskimos,* which is a documentary of another people and their way of life, or *The Diary of Anne Frank,* whose author expressed her emotions in an excellent way, and presents learning about human beings beyond objective facts. For another example, special activities; that is, volunteer activities or cultural exchange activities, are useful primarily to form the internationally cooperative attitude in the student.

The information about foreign countries most available to Japanese tends to be essentially factual. In order to have students learn of different customs and geographies of foreign countries and increase their affective involvement, teachers have been using audio-visual aids such as slides, films and television.

Recently, the number of schools where education for international understanding has been taught has been increasing because the need has been recognized by the society as a whole and by the government.

Education for International Understanding in General

A few elementary and lower and upper secondary schools are making an effort to achieve international understanding gradually in every teaching subject, including moral education, and in special activities (such as club activities or school events). Not many schools, however, have taken it up consciously and made clear systematic plans to create international understanding as yet.

Unesco Clubs constitute one of the most active means to achievement

in upper secondary schools; these are about 200 in number. They have a nation-wide organization and, since 1952, have held an annual meeting to discuss their international education programmes and present practical case studies. In addition, the National Federation of Unesco Associations in Japan in 1954 founded the Prize for Educational Activities for International Understanding, and has awarded it each year to the club that has the best programme of activity.*

In order to promote and spread education for international understanding, the Science and International Affairs Bureau of the Ministry of Education, Science and Culture holds an annual Workshop on Education for International Understanding in Schools.

The Unesco Associated Schools

Education for international understanding in Japan was begun by the Unesco Associated Schools Project which today involves four elementary schools, eleven lower secondary and eight upper secondary schools. While experimental research was made in the early days, it was replaced by practical research in order to find ways to more effectively teach international understanding in the whole curriculum. In addition, the themes of studies have also been changed from three major areas, namely, 'the Study of Human Rights,' 'Understanding Other Countries and Races,' and 'A Study of the United Nations,' to current topics, such as the understanding of environmental problems, or the limited natural resources of the world and so forth. In addition, more subjects other than social studies have moral education and special activities included. Research on international understanding has been done and the results have been incorporated in carefully planned projects in the educational curriculum of the Associated Schools.

Review of activities undertaken in Education for International Understanding

Several case studies of noteworthy actions which have been conducted in schools are briefly summarized below.

Instruction in Social Studies

at ICHIJO Lower Secondary School (public school, in Utsunomiya, Tochigi Prefecture)

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* The Japanese National Federation of Unesco Associations has made a very large contribution to aiding refugees from in Asia in recent years. *Ed.*

"The Industrial Differences between the southern and the northern hemispheres"

In the 9th-grade-level Social Studies, the industrial differences between the southern and the northern hemispheres were discussed from the point of view of international cooperation. This topic was included in the unit of "Japanese Economics and World Economics." The instruction took the following course:

1. Before instruction, teachers prepared the following topics:
   a. What are the industrial differences between the southern and the northern hemispheres?
   b. List the developing countries in each Continent.
   c. Why are undeveloped economics still in existence?
   d. Is it necessary for developed countries to aid developing ones?
   e. How can developed countries support developing ones?
   f. What areas of economic cooperation should be explored?

   Additionally, teachers posed the following question to students in order to ascertain students' interest: "What would you most like to know about the industrial differences between the southern and the northern hemispheres?"
2. For instruction, students were divided into groups; each group chose for study one theme out of those listed above. The group presented their findings in front of the class.
3. The projects were evaluated as follows:
   a. How well did each group research their theme? Teachers evaluated this by the presentation given by each group.
   b. Did students understand the importance of developed countries financially supporting developing ones?
      This was evaluated by students' opinions and their papers.
   c. Did students recognize what Japan's responsibility toward this financial aid?
      This was evaluated by students' compositions about the Japanese role.

Upper secondary school activities

Activities of upper secondary school Unesco Club Organizations in Japan are attached to the National Federation of Unesco Associations in Japan. Ninety-five upper secondary schools have joined the Federation and opened up a conference to about 200 high schools throughout the country. This

conference is held annually, to discuss various activities to be adopted by upper secondary school Unesco Clubs: Among others, the following themes have been awarded the Prize for Educational Activities for International Understanding.

1. Traditional Profile of Japanese family Life (Pictures)
2. Political opinions of farmers in remote rural areas (Research Paper)
3. The Problem of Human Rights in Japan (Research Paper)
4. Racial Problems in the World (Research Paper)
5. Asian Educational Systems (Display)
6. The Lives of students from Southeastern Asia (Display)
7. Cultural treasures in Okinawa (Research Paper)
8. Environmental Destruction (Research Paper)
9. Visit to a Home for the Physically Handicapped (Report)
10. India (Research Paper)
11. 200-Nautical-Mile Problem (Research Paper)
12. Life in a Home for the Aged (Research Paper)

Some common points could be discerned from these themes. First, the upper secondary school students were strongly interested in human rights and social security both in Japan and in foreign countries. Second, students used contacts with foreign students for research or visited old people in Homes for the Aged.

Orientation for students who went on a short-term exchange program with schools in the United States

This school, Yoshida Upper Secondary School, is a CULCON** experimental school having a shortterm exchange programme with American High schools. In March, 1978, ten female students went to the United States for about one month. Before they left Japan, the school held an orientation to provide them with correct information about the United States. The Orientation consisted of 15 hours, on geography and sociately, history and tradition, politics and economics, culture and lifestyle, and summary. To show the content of these lectures, two of them are outlined below.

History and tradition

a) American blacks and Indians after the Civil War
b) Economic and social reasons for the civil War
c) the race problem after the reconstruction period; comparison between

** CULCON: United States-Japan Conference on Cultural and Educational Interchange.

the American blacks and Japanese-Americans

Culture and Life style

a) Religion:
What kinds of influences have religions exerted on American society?
b) Tradition of the Frontier Spirit:
What are American communities like?
Discuss how American self-government works.
Discuss the American spirit of independence.
c) School life and Family life:
Compare Japanese and American school and family life. Discuss the characteristics and the origins of the American way of life.
d) View of the Occupation:
Compare the American view of the Occupation with the Japanese view.

In order to evaluate students' understanding of the United States, students took the same test before and after the orientation. Also, in the discussions, students talked about what they learned or what had interested them most. From the results of the evaluations the orientation was considered very effective.

Japanese Schools Overseas

In the last ten years, the number of Japanese who work in foreign countries has rapidly increased. Accordingly, there is need to establish Japanese Schools Overseas. At present, there are 55 Japanese schools in 46 countries. One of the problems common to these schools is how a Japanese educational curriculum can be practiced overseas in culturally different circumstances. The curriculum is also expected to make use of the different cultural circumstances in its educational program.

When the students study the local society or history, teachers have the students compare them with the Japanese counterpart so that students can clearly see the similarities and the differences between the two countries. This method of comparative study seems to be very effective, especially in regard to developing international understanding, when it is done outside Japan as in this case.

Issues, problems and prospects

The activity of Unesco and of the Member States sometimes has an impact

only on a small minority of the steadily growing numbers of school children, students, young people and adults continuing their education, and educators. The curricula and methods of international education *are not always attuned to the needs and aspirations of the participating young people and adults.* (Recommendation adopted at the General Conference of Unesco at its Eighteenth Session.) In addition, the recommendation stated *"there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation."*

Of course, there are dozens of other problems in disseminating education for international understanding, Among these problems are education content, teaching methods, teaching materials, educational research and experiments and evaluation. However, we have had to develop education for international understanding in Japan where only a limited number of schools have paid special attention to this type of education.

Although many schools have recognized the necessity of Education for International Understanding, they have not yet made special instructional efforts in this direction. One of the reasons for this seems that most teachers consider international understanding and its methods to be difficult. From this point of view, it will be a future issue to publish the results of existing practices and research, and to get these materials adopted at various levels of school.

The Japanese National Commission for Unesco has published a booklet called *"Guidelines for International Education in Schools"* and has been revising it in line with the Courses of Study as they have changed. The proposed booklet is to include comprehensive and systematic statements on the significance of international education and its necessity and historical background. It will also deal with experiential and evaluation methods, experimental studies, its historical perspectives and its future role.

In addition, Japan emphasizes two points of view of this project:

1) to draw attention to the importance of international/cross-cultural education
2) to develop the relationship of international cooperation and the global worldview recognizing the limitation of international natural resources and universal social problems.

MALAYSIA

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Introduction

"International UNDERSTANDING, CO-OPERATION and PEACE" - the three key words that will immediately conjure up the whole expanse of the Associated Schools Project, and yet they require school children to stretch their imagination, to reach out to others, not only through books but through writing and talking to be able to grasp the reality of the whole concept of the project. With this in mind, it has always been in the consciousness of the national co-ordinator that this noble objective cannot be taught solely through academic literature but can largely be attained through the process of sharing views and cultural items with peer groups, and direct contact about problems common to the region or the world. Recognizing this vital point, member schools in Malaysia have been encouraged to carry out activities along this line of orientation.

Identity of Associated Schools Project in Malaysia

When the Associated Schools Project (ASPRO) was founded in November 1953, it was viewed as the "logical next step in Unesco's action to promote education in schools for international understanding and peace". The concept of ASPRO, then, is the promotion of international understanding and peace through the general development of education, and the incorporation of this objective into the school curriculum. The Malaysian approach to ASPRO when it was first initiated in the year 1971 was based on this guideline.

Since 1971, there have been twenty member schools – five primary and fifteen secondary schools – throughout Peninsular Malaysia participating in this project. During the first few years, when ASPRO was conducted along the original guidelines of Unesco, it was observed that the project lacked active student participation. In 1979, the national commission, realizing that this non-participation of students cannot be perpetuated, carried out a preliminary study to look into the weaknesses of the implementation of

ASPRO and alternative methods of revitalizing the project. The question of the identity of ASPRO in Malaysian schools was raised.

It was found that the incorporation of international understanding and peace into the school curriculum through the social sciences did not enable students to want to actively participate in the project as the activities were arbitrarily determined by the authorities, who determined the content and development of the school curriculum. As such, the initiatives of the students were hindered, and their activities had to be confined within the framework of the school curriculum. Moreover the Malaysian School Curriculum itself had already had a wide coverage of the historical, geographical and cultural aspects of other countries in the rest of the world even before the time of the implementation of ASPRO in Malaysia. What is required to further the aim of ASPRO, then, is not so much increased theoretical knowledge but the active involvement of school children between schools, countries and regions complemented by a good foundation of academic knowledge attained from their school syllabi.

Based on these findings it was decided at a meeting of the Malaysian National Commission Secretariat in December 1979 that ASPRO in Malaysia would be implemented by a different route. Since then, ASPRO has become a wholly separate extra-mural activity in the associated schools. This decision was taken with the consideration that the indifference of the students towards ASPRO in the early 1970s was due to the following:

a) Being a part of the curriculum, ASPRO did not provide a distinct identity for member students in their schools such as other uniformed societies, clubs or associations like the Scout Movement, Red Crescent, Girl Guides and the like;
b) Other associations thence competed with ASPRO for the attention and response of the students and they proved to be the stronger rivals because the participation of such associations provided tangible and immediate benefits to the students while the objectives of ASPRO were abstract and, to the students, far removed from their day-to-day activities.

Hence, to provide an identity and the sense of belonging, ASPRO in Malaysia was reorganized on lines similar to the other extra-mural organizations of the schools where students elect their own committee members to oversee the ASPRO activities. To aid these associations, the Malaysian National Commission created the annual Associated Schools Project Workshop to be held for students involved in the project.

Activities of ASPRO

The first annual ASPRO workshop was held in 1980 in the capital city of Malaysia, Kuala Lumpur. All the twenty member schools participated in this workshop whereby an orientation programme was carried out to enable participants to learn to know each other. It gave an opportunity to the National Commission to brief the participants on the United Nations system and its related agencies, especially Unesco, and certain activities that could be carried out by Associated Schools. Participants were also able to discuss the problems they faced in the implementation of ASPRO activities, the weaknesses of the project and the suggestions of the National Commission to overcome such weaknesses.

The second workshop was held in Penang, a northern state in Peninsular Malaysia in August 1981. This workshop was organized only for schools in the northern region. Thirty-two students and teachers from eight schools participated. At this workshop, the students were able to review the successful undertaking of the activities suggested at the first workshop and also put forward their views on matters related to ASPRO. Participants were brought to visit two schools for the handicapped in conjunction with the International Year of Disabled Persons (IYDP) and a talk was given by a speaker from a school for the deaf in Penang concerning the problems and difficulties faced by deaf people.

During these two workshops, a series of talks were conducted by officials from the Secretariat and other speakers to give a better understanding of ASPRO in the context of Unesco's and the United Nations' objectives and current problems. Film shows were shown on the United Nations and its Agencies, ASEAN dances/songs and the concept of international co-operation. Reading materials were distributed to the participants to increase their knowledge and understanding of the United Nations and Unesco. Participants, on their part, reviewed the activities in their respective schools. Some of the numerous activities that were successfully carried out by individual Associated Schools were:

- The exchange of artwork with Japanese Associated Schools;
- The painting of 20 pieces of art depicting Malaysian Cultures which were sent for display at the Exhibition of Children's paintings organized by the city of Leicester College of Education in England;
- The collection of newspaper cuttings and other source materials about major problems in Asia such as poverty and the population explosion;
- A pilot project on the comparison of India and China based on their

economic achievements since 1950;
- Special projects on the study of rural/urban Thailand and Asia's population problems;
- Setting up of show cases for the display of information;
- Fund-raising projects to aid schools for the handicapped such as food fairs and sales of key chains and T-shirts;
- Exchange of handicrafts like patch-work blankets and scrapbooks about Malaysia with those of a girls' school in Vancouver, Canada; the same school made tray cloths and kettle holders to be distributed to needy children in Thailand and Kampuchea;
- Writing competitions about local folklores; and
- The collection and introduction of foreign songs to members of the Associated Schools Project.

These activities have, in a way, shown signs that the students themselves were directly and actively involved in the project, and that the first tiny steps of achieving international understanding and hence co-operation and peace have been taken through such enthusiastic responses of the students towards ASPRO as an extra-mural activity.

Future Prospects

The programmes of activities of ASPRO have been based on the principle that the sense of co-operation and understanding has to be created first among school children in the same school and between schools and the local community before achieving it at the regional and international levels. Thus, it has been the wish of the Malaysian National Commission to extend ASPRO activities in Malaysia further to the regional level at this stage. In fact, during the second ASPRO workcamp, this Commission had suggested to the Associated Schools to undertake a special project for a period of six months or so, to prepare a multi-media cultural kit which reflects life in Malaysia, covering these aspects: (1) games; (2) clothes/costumes; (3) folk songs/folklores; (4) festivals; and (5) pupils' profile-daily life.

Schools will collect materials such as photographs, literature, charts, drawings, tapes, and other items depicting the aspects mentioned above. The National Commission will compile these materials into the multi-media kit to be exchanged with the cultural kit of a neighbouring country. For a start, we intend to exchange the kit with Thailand. This reflects the first concrete step taken by the Malaysian National Commission to involve all member schools in this regional programme.

The aspiration to extend our activities to the regional level is further reflected by the fact that for the ASPRO workcamp held in November 1981 in Kuantan, Pahang, an east coast state, we invited members from neighboring countries in the region such as the Republic of Korea, Thailand, the Philippines, Japan and Indonesia to participate. We hope that through this workcamp deeper appreciation of ASPRO's objectives was achieved.

This third workcamp will once again bring together all the 20 member schools of the Associated Schools Project in Peninsular Malaysia with an addition of one school each from Sabah and Sarawak in East Malaysia. This time, the participants are required to present papers on certain topics concerning their conception of international understanding, cooperation and peace, their attitudes towards ASPRO and how Associated Schools can achieve ASPRO's objectives. Members are also encouraged to initiate their own projects, and suggestions for new projects, activities and ideas will be discussed in this coming workcamp. A review of past activities will also be carried out.

Beyond the regional level, it is hoped that our ASPRO activities will extend further to the international arena. As such, students are encouraged to have close contact with associated schools in other countries. For this purpose, the National Commission has prepared a list of names and addresses of the associated schools in other countries all over the world and circulated it to the 20 member schools in Malaysia.

Efforts will be made by this Commission to enable a group of students and teachers of associated schools and officials of the National Commission in Malaysia to visit members of ASPRO in other countries. Beside this, it will also be very encouraging if regular regional or international workshops/seminars are held among Associated Schools of different countries. In such national programmes, we hope that Unesco will provide some funds for their implementation.

NEPAL

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Vishwa Niketan Primary School, Tripureswar, Kathmandu

Three seminars, 1969-1972

A seminar on Education for International Understanding was organized at Harihar Bhawan Lalitpur in 1967 under the sponsorship of the Nepal National Commission for Unesco with a view to implementing the Unesco Associated Schools Project (ASPRO) in the schools of Nepal to promote International Understanding through education and help students grow as global citizens. It was the first seminar of its kind and Nepal joined the Unesco Associated Schools Projects in 1969 with four High Schools.

The second seminar was held in 1970. The Seminar deliberated on implementing projects related to Education for International Understanding in the Teacher Training Institutions, finding solutions to the problems faced by ASPRO schools and then promoting the ASPRO activities. Following the seminar two more schools joined the Associated Schools Project and the National Commission for Unesco published a Teacher's guide (a booklet on Education for International Understanding). Participants to the Second Seminar included some key persons from the Curriculum Development Center as well as textbook writers, apart from representatives of the Unesco clubs, and teachers and teacher trainers. New textbooks issued afterwards and still in use, especially Social Studies books for grades from IV to VII have introduced topics on the United Nations and its specialized Agencies. These were some of the results of the seminar.

The Third Seminar, from 4 to 10 June 1972, was held at Tribhuvan Adarsa Boarding School, Pharping, Kathmandu. Unesco clubs and representatives and teachers from ASPRO schools formed an ad hoc committee of the National Federation of Unesco clubs in Nepal and recommended the formation of a National Coordination and Supervisory Committee for ASPRO schools.' This seminar also recommended a study kit about Nepal to be prepared with a view to helping interested students in other parts of the world learn something of the history, geography, culture and sports of Nepal. The National Commis-

sion prepared 'Nepal study kits' which were sent to other countries.

Activities of ASPRO Schools in Nepal

The Unesco Associated schools centre their activities on three related themes:

1. Study of the aims and work of the United Nations and its related agencies.
2. Study of any two Member States.
3. Study of human rights.

Students engaged in the project from Public High School, Malangwa, Barahi High School, Pokhara; and Azad High School, Banopa, have been taking the world-wide UN Information test (to be held on 24 Oct., every year) conducted by United Schools International (U.S.I.), New Delhi, India.

Community projects like cleanliness campaigns are common to almost all of the schools. The schools and their activities are as follows. Kanya Secondary School, Lainchaur, Kathmandu, took the students on an educational tour to important places of India when they took India as a special study project.

Public Secondary School, Malangwa, invited two Japanese Hydrologists working under Sunkosi project as guest speakers and the students there played a friendly football match with Russian technicians working on a road construction project nearby when they studied Japan and the Soviet Union.

The Shahid Sukra Madhyamik Vidyalaya undertook a study project of The Chepangia, a backward tribe in the Makwanpur district of Nepal. The government has now taken up the project with different programmes to help these people develop educationally, economically and socially. There is a high-level committee to supervise.

Udaya Shanti Secondary School, Gulmi, invited guest speakers and encouraged the students to learn the national anthems of other countries under a special study project.

Barahi Secondary School, Pokhara, had a project to make the national flags of all the Member States and organized a programme of 15 Americans guests for two weeks with the families of its students and teachers engaged in the project.

Tribhuvan Adarsha Vidyalaya, Pharping, Kathmandu, has a project of collecting and preparing costumes of different nationalities and races.

Azad Secondary School, Banepa, studies the adult literacy programmes in other developing countries and arranged a visit to Israel Embassy in Kathmandu for the students who had chosen Israel as a study project. Students had correspondence with their pen-friends in United States of America and Israel and now they have made pen-friends in different districts of Nepal and exchange letters with their friends in Arghakhanchi and Pokhara.

Viswa Niketan Secondary School, Kathmandu, has exchanged drawings and other handicraft materials prepared by the students with students in Japan. Last year a student from Japan visited Kathmandu and attended some of the classes in the school and learnt Nepali during his stay in Kathmandu for about 3 months.

Besides the regular activities, the member schools have been carrying out mock sessions of the United Nations General Assembly. The observation of United Nations Day, Human Rights Day, Unesco Day, World Health Organization Day and others are regular features of the Associated Schools.

At occasional meetings of the headmasters of the associated schools, problems and future activities have been discussed. Headmasters have decided to carry out the following activities in the near future:

1. Conducting a membership drive;
2. Opening a school library and furnishing it with magazines and books, news bulletins and other publications about the United Nations Organization and its agencies;
3. Collecting reports on activities to be carried out by different schools;
4. Sponsoring social welfare activities to develop community spirit and cooperation, promote self-reliance and assist in community improvement.

PAKISTAN

Prepared by Dr. ABDUL QASEMM MIAN, Joint Educational Adviser, Ministry of Education

World peace is a matter of concern to all those who wish to save humanity from destruction. Wars break out in the name of peace, conflicts arise for protection of independence and freedom and massacres take place in support of the poor, needy and downtrodden. There is need for elimination of this perpetual sense of fear and suspicion among nations. There is need for the creation and strengthening of peace-loving forces.

Wars and confrontations take place in peoples' minds before they are carried out on the battlefields. Then, to avoid armed conflicts, we should take urgent initiatives to alter peoples' attitudes. To this end, campaigns should be launched to eradicate intellectual and emotional biases among nations. Love, understanding and patience should be created in peoples' minds and hearts, so that the chances of enmity may be decreased, if not eliminated altogether.

School age is the best time to inculcate such attitudes. School boys and girls should be made aware of the fact that they are part of a global community knowledge of other nations; beliefs and ways of living should help to arouse feelings of understanding and friendship for them. Toward this end the Unesco Associated Schools Project in Pakistan has been successful in achieving its objectives by helping teachers and students to acquire knowledge, values and attitudes needed for living in the world community. There has been ready response from teachers and students alike which has helped in education for creating international understanding.

Toward achieving the noble objectives of the project, the Pakistan National Commission for Unesco (PNCU) has 50 Associated Schools (mostly comprehensive or secondary schools) under the Project, spread throughout the country. Efforts are being made to include still more schools under the project, including teacher training institutions and rural schools. On behalf of PNCU, the Institute of Education and Research, Allama Iqbal Open University is responsible for organizing, co-ordinating and guiding the various activities of

the project. The Institute also acts as a clearing house for the project. Member schools are encouraged to organize Unesco Clubs which undertake the following activities for promoting international understanding, co-operation and peace;

1. Pen-friendship,
2. Exchange of picture cards with member institutions in other countries,
3. Collection of postage stamps and their preservation,
4. Organization of cultural and dress shows,
5. Speech and essay contests and debates on topics related to international understanding, co-operation and peace, and
6. Assignments of collecting information about various countries.

At the national level the following activities are organized for the development and promotion of education for international understanding:

1. A quarterly publication 'News Letter' of the Unesco Associated Schools Project,
2. Annual National Convention of the member schools,
3. Holding of United Nations Day Celebrations annually,
4. Special lectures on the working of Unesco and objectives of the project, and
5. Celebration of National Days of Friendly countries by the member schools.

A brief description of the first two activities at national level follows:

1. *The quarterly 'News Letter':*
   This publication was started more than two years ago with a view to disseminating objectives of the project and the activities of the member schools. The publication is widely distributed in educational institutions in order to create an awareness of international peace, co-operation and understanding among as many students as possible.

2. *Annual National Convention of Member Schools*
   Although the first two-day National Convention was held in 1974 at Islamabad on the occasion of 20th Anniversary of Unesco Associated Schools Project, since 1979 this has become a regular annual feature. Each year the proceedings of the National Convention are published including the recommendations. The recommendations are implemented during the year and reviewed in the next annual convention. The objectives of Annual National Conventions vary

from year to year but, broadly speaking, these are:

a) Sharing of ideas and experiences of member schools,
b) Exchange of useful methods and techniques used for promotion of international understanding,
c) Evaluation of the efforts of Unesco Clubs,
d) Review of the implementation of the previous year's recommendations, and
e) Plans and recommendations for the next year.

This feature of the Annual National Convention has proved very useful in the furthering of education for international understanding. In order to provide publicity to international peace and understanding, distinguished personalities are invited to inaugurate conventions. Lectures are delivered by distinguished persons, and group discussions are held on various topics related to international understanding. For example, the 1980 Annual Convention concentrated on the following two topics in its group discussions:

1. International understanding through literature in the national language (Urdu).
2. Review and evaluation of the contents of grades IX and X text-books of Urdu, Social Studies and English. The purpose was to make recommendations about how to teach the contents in such a way that they would help to promote international understanding among the students.

The recommendations of the 1980 National Annual Convention which also bring forth some issues and problems are reproduced below:

a) In future Conventions of the Project, in addition to the heads of the institutions and teachers in charge of Unesco Clubs, some active and interested students should also be invited.
b) Inter-school visit programmes to see the functioning of Unesco Clubs should be arranged and Unesco should be asked to provide funds for this purpose.
c) On the eve of the Annual Convention, an interschool Unesco Club competition should be arranged and, in this connection, an exhibition should also be organized.
d) The Director of the Institute of Education and the concerned faculty members should visit the member schools from time to time to encourage, guide and supervise the functioning of the Unesco Clubs.
e) International visits of the most active member institutions should be arranged. Unesco should be asked to sponsor such programmes.
f) Unesco Bulletins, magazines, relevant books and information materials should be provided to the Unesco Clubs free of cost.

g) On the eve of convention, films and pictures about the activities of member institutions in other countries, or about the culture and customs of other nations, should be arranged. Also, during the year, such facilities should be provided to various clubs.

h) To make the activities of the clubs more active, flags, badges, bulletin boards, pictures, maps and charts should be provided to the member institutions.

i) Membership of the Project should be increased and Teacher Training Institutions especially should be included.

j) The ASP News Letter should be printed and provision should be made to include small articles.

k) All the member institutions should be invited to the convention, instead of a selected few. Unesco should be approached to increase the funds for this purpose.

l) Prizes and awards should be arranged for the most active and interested institutions and individuals.

Difficulties, issues and problems

At present only 50 comprehensive and pilot secondary schools are members of the Unesco Associated Schools Project in Pakistan. Despite the fact that about 50 per cent of school-age children go to school at primary level, there are 59,000 primary schools, 6,000 Middle schools and 3,500 Secondary Schools and 65 Teacher Training Institutes in the country. 50 schools out of these huge numbers is an insignificant figure. If this project is expected to have any visible effects on future generations, at least 1 per cent of various levels of school must be included in this project. In terms of absolute numbers in Pakistan, this would mean 590 primary schools, 60 middle schools, 35 secondary schools and 1 teacher training institute. In order to organize and coordinate the activities of about 700 such schools an institutional structure is needed. This in turn would mean a substantial financial burden on national resources.

All the developing countries where high percentage of school children are out of school are faced with a similar situation. A competing demand for limited resources of developing countries does not permit enough resources for the Unesco Schools Project. Unesco may consider providing financial assistance to the project in developing countries.

The developing countries also need assistance for developing, printing and distribution of the materials for international understanding to member schools. The member schools and their students and teachers also need to be

encouraged through incentives like awards, medals, prizes and visits within country and abroad. In bigger countries the convention should be held at state level as well as at national level.

Future plans and prospects

(a) *Plans:*

(i) As already mentioned, we intend to continue the National Convention of member schools on an annual basis.

(ii) The 'News Letter' which is now published quarterly is being enriched in terms of its content and if finances permit, it will be published more frequently.

(iii) The National Convention will also have a national exhibition illustrating the activities of the member schools toward international understanding.

(iv) Membership will be increased to include more schools particularly teacher training institutions and rural schools.

(b) *Prospects:*

Prospects are unlimited and one can go on describing many. The future prospects may be considered at national, multinational, regional and international levels. A few are mentioned:

i) Participation of member schools in National Conventions of other countries, at least on regional basis.

ii) Exchange of materials published in various countries regarding Education for international understanding, and its translation and distribution to member schools.

iii) Production and distribution to member schools of films and film strips regarding international understanding after dubbing in various languages. Supply of film and film strip projectors to member schools which do not have them.

iv) Tours and visits of students and teachers of the member schools to other member schools.

v) Unesco should provide leadership in the formulation of concepts, methodology and content of Education for International Understanding.

vi) Membership should be increased to at least to 1% of the schools at various levels.

PHILIPPINES

Prepared by WILLIAM LL. ESTRADA, Vice President,
Unesco Associated Schools Project, Manila

Background

In 1953, Unesco initiated the Associated Schools Project in Education for International Understanding, Cooperation and Peace. The Philippines, through its Department of Education and Culture, organized four pilot secondary schools for participation in this project. These schools organized Unesco Clubs which implemented the plan of action developed for the Unesco project. Since then this pattern has been used extensively by member institutions.

To date there are 246 participating institutions from all over the Republic, 134 at the elementary level, 97 at the secondary level, and 15 in the tertiary level. The latter is composed of 9 teacher-training colleges and 6 universities. Membership in the clubs is voluntary.

The first national work-conference about this Project was held in 1964. Since then there have been five such work-conferences. The main activity in these national work-conferences is the preparation of prototype instructional materials on world understanding, development, cooperation, and peaceful living.

Objectives and approaches

The main goal of this Unesco Associated Schools project is to encourage primary and secondary schools as well as tertiary level institutions to organize special programmes designed (a) to increase knowledge of world problems and global cooperation, (b) to develop international understanding through the study of other people's cultures, (c) to increase knowledge and observe the principles of human rights, and (d) to appreciate the working of the United Nations system in trying to achieve world peace and progress.

The functions of Unesco Clubs may be summed up in three words: training, information and action. *Training* is primarily for club advisers and members,

who further circulate relevant *information* to the general public concerning national and world problems and *action* is an essential condition for the existence of the club in fulfilling its objectives.

The following are suggested objectives of Unesco Clubs and Associated Schools. in the Philippines:

1. To help disseminate the aims and ideals of Unesco and to work for the success of its programs;
2. To promote international understanding, cooperation and world peace through a better knowledge of different cultures and awareness of what constitutes the cultural heritage of a people;
3. To contribute to the training of the members, particularly the young people, through practical studies dealing with the questions raised by the Universal Declaration of Human Rights;
4. To inclucate tolerance and an objective approach in the search for truth through the study of major world problems;
5. To participate in economic and social developments, this to be conceived as the attainment of the conditions conducive to the unfolding of the total human personality, and
6. To find out what the organs of the United Nations system are doing in dealing with global concerns.

Since the Unesco Clubs are the official student organization of Social Studies classes at the elementary and secondary levels, there exists a built-in assessment mechanism because the supervisory school and division personnel therein are in charge of the supervision of said clubs. District, Division and National work-conferences of the Social Studies Departments, among others, focus on the preparation of teaching materials, projects and learning devices for these Unesco Clubs for the ensuing year. A sample learning device appears at the end of this article.

Difficulties, problems and issues

The main difficulty is the finding of a dedicated teacher-adviser for Unesco Clubs. The Philippines is experiencing a fast turnover of personnel because of job offers abroad with very attractive remuneration. No one can deny that the core of any learning activity is the teacher factor.

The second difficulty is funding – a major factor in any human endeavor. Another difficulty is finding time, both for the learner and the teacher, to perform Club activities. The proliferation of clubs in schools is one cause of this difficulty, and shortage of rooms is another.

Still another problem in Philippine Schools is obtaining the involvement of parents in the activities of clubs. The main concern of Filipino parents is just to help the schools raise funds for urgent needs; they are not very keen to be involved in other aspects of school work. Another problem of clubs in schools, as they are often situated far from centers of population, is the dearth of instructional materials.

The common big issues encountered pertain to politics and religion. If there are no people who are authoritive on such issues, they are not taken up in the projects and activities of the Clubs. This is referred to as a playing-it-safe attitude.

Future plans and prospects

One of the major reasons for the establishment of the National Federation of Unesco Clubs and Associated Schools of the Philippines is to provide one major policy-making body for all of these participating institutions for a more concerted effort in promoting world understanding, cooperation and peace through education, science and culture. This Federation met in December 1981 to map out for the Unesco Clubs and Associated Schools .

The present number of Associated Schools in the Philippines is still not satisfactory. Nevertheless, the total number represents 10 per cent or more of the total number in the world. It has now been proposed to link the Associated Schools Project and Unesco Clubs with civic and non-civic agencies.

A sample learning exercise

Name of Institution: Manila Science High School, Taft Avenue, Manila

Project : A Lesson on Disarmament

Number of Pupils Involved: 37

General Objective : To understand and appreciate the value of brotherhood, respect and cooperation against armament in the development of world peace and security.

Specific Objectives : The learner is expected to:

1. define the concepts of armament, disarmament, balance of power and other related concepts;
2. analyse the role played by value in the choice between cooperation and understanding;

Exercise: Role-playing game with two situations ;

Situation A. Two persons quarreling—one is armed and the other unarmed.

Situation B. Two persons quarreling—each armed with a gun.

Four students volunteered to re-enact the situations and present what they believed would have happened on a results of the quarrel. Conclusions:

Situation A. The unarmed boy refused to fight but was abused by the armed boy.

Situation B. The armed boys died in the encounter.

Reactions of Students

1. Some students believed that Situation B, where both armed boys died, was not realistic because the very fact that both were armed would have prevented them from shooting it out.
2. On the other hand, more students maintained that being both armed would stop them from killing each other only when they know that they are both sharpshooters. If both believed that one is better than the other, then the result of the shoot-out would likely happen.
3. As far as situation A is concerned they all agreed that the result presented is likely to happen.

On the question "Which of the two situations would likely contribute to world peace?, the following ideas were given:

1. Situation A might prevent war but taking advantage of the weak nations by the strong nations will not improve world peace. It will develop hatred for the strong nations.
2. Nations armed with modern and sophisticated weapons will not hesitate to wage war against weaker nations.
3. War may not ensue between two armed and strong nations only as a balance of power is maintained.

Support for these ideas:

1. Nations doubt each other's sincerity because of differences in values. Aggressive nations would place first priority on armament over the economic well-being of the people. Others emphasize quality of life for the masses. In the Philippines, the President and the First Lady launched a project to provide the poor with proper and sanitary facilities as well as other projects that would help improve their economic status such as land reform, green revolution, Masagana 99 Rice Production Program, Tipid Movement, Family Planning and Operation Timbang to fight malnutrition.

2. Developing nations with hundreds of millions of people who cannot afford the basic necessities of life spend ninety billion dollars a year on military power. Some countries even train children to kill other human beings.

Assimilation and Conclusion

1. Definition of terms touched during the discussion:
   a) arms
   b) armament
   c) disarmament
   d) balance of power
   e) values

2. Students should be encouraged to formulate their own conclusions such as:
   a) Armament may deter war only as long as a balance of power is maintained. Once one begins to feel that he is stronger he becomes bold and takes advantage of the weak.
   b) Peace that is maintained through the continuous accumulation of sophisticated weapons is shaky. Only peace that is established by means of mutual respect, understanding and brotherhood will persist.
   c) The United States and the Soviet Union should therefore limit nuclear weapons in order to lessen the danger of today's shaky peace.

Generalization:

Global peace and security is maintained by economic, social and cultural development, mutual respect and goodwill instead of armament.

General emphasis to include specific areas of work; global peace through economic and cultural prosperity. Description of materials used; world map, daily newspapers, magazines, pamphlets and dictionary.

Evaluation of Results:

1. Class arrived at a consensus that armament is not the solution to world peace. Goodwill and brotherhood, cooperation and understanding, sincerity and respect for each other would be the best way to establish permanent and lasting peace.
2. Students should be allowed to create illustrations or interpretations of the subject matter. The class should be given the opportunity to evaluate each drawing.

Problem and proposed solution

1. Multi-level materials with which to inform teachers and pupils on the subject of armament particularly those in the rural areas are in very short supply.
2. Teaching of the value and importance of disarmament should not be taken up in one day and forgotten the next day. It should be taught continuously through association and correlation. Teaching and application of the concept may be toned down to the level of the student's exposures, awareness and experiences where newspapers, magazines and other mass media facilities are not available. This would make the teaching of the concept functional and relevant.

REPUBLIC OF KOREA

Prepared by TAIK WHI LEE, Professor,
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Introduction

We are well informed that since in 1953 Unesco created the Associated Schools System as a part of its programme of education for international understanding and peace, now more than 1,600 institutions at every level, in almost 80 countries throughout the world, have been involved. In the case of Republic of Korea, the Associated Schools Project began in 1961, with 4 schools of secondary level. At present the Project has been expanded to a total of 34 educational institutions at three levels. These Associated Schools were selected by the Korean National Commission for Unesco, whose department of education and sciences has a special unit which handles the co-ordination of the Project. Each participating school is directly associated with the activities of Unesco.

Schools taking part in the Project lose none of their autonomy. It is up to them to decide, in the light of what is feasible and of the interest shown by students and teachers, on the form their collaboration should take. Ideas have been exchanged and plans drawn up at seminars or conferences held by the Korean National Commission for Unesco and attended by teachers or professors, experts from Unesco, and in some cases civil servants.

Activities undertaken at various levels of school education

From January 1981, for instance, a workshop for the development of the Unesco Associated Schools in Korea was held at the Unesco Youth Center located in I-chon Kyung-gi-do.

Through the workshop, professors and teachers from the schools of various levels participating in the Unesco Associated Schools Project and specialists in education for international understanding could have the opportunity to discuss the problems of and prospects for the Associated Schools Project in Korea and to exchange information and materials regarding the Project.

The main focus of ideas and plans has been that a new spirit of inter-

national understanding should infuse the everyday life of students and that Associated Schools should be innovating institutions capable of exercising a lasting influence upon the entire educational system of the nation.

The Korean National Commission for Unesco has put dual emphasis in recent years on the implementation of education for international understanding:

First, participation-centred activities carried out so far have been geared to propagating and popularizing ideas and activities of the Associated Schools Project to other schools throughout the country. For this purpose seminars and conferences have been organized several times, and orientation programmes were provided for principals or teachers invited from nonparticipating schools or institutions.

Second, emphasis was placed upon education for international understanding at the teacher-training institutions, since the qualifications and attitudes of the teachers toward education for international understanding and peace are important keys in implementing the Project. Several seminars have been held to provide an in-service training programme for teachers responsible for the Associated Schools Project at schools.

When the Project was launched, Unesco proposed three subjects for study: international organizations within the United Nations; human rights; and the culture of foreign countries. These options were not in any way exclusive but most Associated Schools decided to take one or the other of them. A strong preference was shown for the third choice.

Significant activities shown in the recent reports of the Associated Schools in Korea are as follows:

1. Elementary (primary) school level

   a) Information programme
      The programme introduces national flowers and flags of other countries, as well as the ways of the children's school life of other countries, through the school paper, school broadcasting system, and school bulletin board.
   b) Lecture programme
      The programme provides lectures about other countries given by teachers or special guest-lecturers.
   c) Pen-pal activities
      With the help of teachers and parents, children conduct pen-pal activities, exchanging letters and postcards with children of foreign countries.

d) Postage-stamp display and collection of materials on education for international understanding.

e) Project on human rights
The project organizes an oratorical contest and poster display on human rights.

f) Exchange programme of children's works with the schools of other countries.

g) Interview programme
The programme gives opportunities for interviews with visitors from other countries.

2. Secondary school level

a) Programme of picture production
The programme makes an album of pictures introducing natural beauties and historical points of interest of Korea for exchange with other countries upon their request.

b) Work-service programme
The programme provides work-service in rural areas. It is carried out by Unesco clubs of the Associated Schools during vacation. Sometimes foreign students join such a work programme.

c) Pen-pal activities
This is the same as for younger pupils.

d) Study programme
The programme includes study seminars on the subjects of international organizations within the United Nations, human rights, culture of other countries, and the human environment. It also includes research on the Integration of education for international understanding with the social studies curriculum as well as with foreign language courses.

e) Oratorical contest
An oratorical contest in English on education for international understanding is held from time to time.

f) Lecture programme
The programme provides lectures on international understanding and cooperation by guest speakers in order to stimulate students as well as teachers.

g) Exchange programme
Some Associated Schools of the secondary level have an exchange programme with students in schools abroad. For example, Sook-myung Girls' High School in Seoul and Nam-sung Girls' High School in Busan are carrying out an exchange of students with partner schools in Japan.

3. Teacher education level

a) Research on curriculum development of education for international understanding.
b) Developmental project on extra-curricular activities for international understanding and cooperation.
c) Programmes of various Unesco club activities of teachers' colleges.

Issues and problems

In 1974 the Unesco General Conference adopted recommendations concerning education for international understanding, co-operation, peace and education relating to human rights and fundamental freedoms. The text sets forth seven guiding principles: an international dimension and a global perspective in education at all levels and in all its forms; understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations; awareness of the increasing global interdependence between peoples and nations; abilities to communicate with others; awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other; understanding of the necessity for international solidarity and co-operation readiness on the part of the individual to participate in solving the problems of his community his country and the world at large.

This list illustrates the broad range and possibilities of education for international understanding. In this context, and according to the current situation of education for international understanding in the Republic of Korea as mentioned above, its problems and issues can be analysed as follows:

1. Elementary (primary) level

a) Various visual materials concerning foreign countries are requested for schools participating in the Unesco Associated Schools Project.
b) Reasonable budgetary provisions are requested from participating schools to promote various experimental and special activities of participating schools.
c) Information on other countries is requested to be translated and supplied.
d) Frequent meeting or an annual seminar is requested to be organized to exchange information materials among the participating schools.

2. Secondary level

a) Supervision of the Provincial Board of Education and the Ministry of Education should be strengthened for the promotion of international understanding.
b) Each participating school is requested to collect designated materials for exchange among schools so that duplication of effort will be eliminated.
c) Unesco and national commissions are requested to provide slides and films introducing the geo-political aspects and culture of other countries.

3. Teacher education level
   a) Active cooperation among participating institutions is requested to strengthen programme activities concerning education for international understanding.
   b) Various Unesco publications are requested to be distributed as much as possible.
   c) It is desirable to provide an in-service training programme of teachers who are responsible for the Associated Schools Project at elementary and secondary schools.

The prospects

The field of education for international understanding is immense and the scope for dynamics and initiative is limitless, but the transmission of incomplete or falsely optimistic information would be counter-productive to education for international understanding.

Presenting the United Nations as the panacea for all political problems is not the way to help young people to understand the conflict-ridden situations on which their security may depend. Shouting from the rooftops that all men are brothers is not the way to fight racism, prejudice and discrimination. We should *not* therefore be naive: we must talk about the United Nations, put the accent on human solidarity and pay tribute to outstanding achievements, but critically and within a broad context.

Education for international understanding should primarily seek to promote an awareness of the international aspects of the human condition, of contemporary civilization and social relations, of the dynamics of their evolution, and of the consequently growing interdependence of peoples and nations. This awareness will grow out of the critical analysis and study of the facts through active methods.

The Associated Schools Project in Republic of Korea commands a fine prospect, if the Project successfully overcomes such problems as the following.

1. Entrance examinations and education for international understanding:
   It is difficult to motivate pupils as well as teachers in this education because it is neither an independent subject nor subject matter covered in the entrance examination of high school or of university. It may be agreed that education for international understanding can be done according to the teacher's belief in it and techniques of curriculum management throughout all the subject-matter not adversely affecting the entrance examination. It may also be said that an entrance examination and the activities of education for international understanding can maintain a a supplementary relationship with each other.

2 Leadership of the supervising teacher
   The most important thing in the school situation to carry out the Associated Schools Project is motivation of pupils, for which sound leadership of the supervising teacher should be manifested. Supervising teachers should therefore be trained by due processes.

3. Supervision of the Associated Schools Project
   The Associated Schools Project in the school will be accelerated by supervision and assistance made by the central and local education authorities.

4. Production, dissemination and exchange of materials
   a) Information materials are indispensable concerning education for international understanding. It is requested that Unesco and the National Commission produce related materials for distribution.
   b) Exchange of information materials among the participating schools will contribute to mutual understanding and cooperation among them.
   c) It is desirable to collect materials by students themselves in each school.
   d) It is suggested to develop a card system by analysing the subject-matter in view of education for international understanding.

5. Organization of seminars
   The coordinating body for the Unesco Associated Schools project is requested to organize a seminar every year or two to exchange information and share experiences among the participating schools.

6. Student exchange programme

It is requested that a student exchange programme with the Associated Schools abroad be developed at every school level.

Ever since its early days the Associated Schools Project in Korea has had an eventful existence and has been involved in many pioneering experiments both in teaching methods and content, including such modern educational techniques as group activities, projects and educative games. In some cases there have been efforts to involve parents, former pupils, civil servants, and cultural organizations in the Project, and to promote integration with school television and radio. This does not imply that all problems have been solved, especially those concerning evaluation and interdisciplinarity. But it is now an established fact that most of the educators as well as policy-makers of education in Korea are interested in incorporating education for international understanding into their educational systems on equal terms with other objectives of education in Korea. It is impossible to ignore the contribution of the Associated Schools Project. Moreover, it is inpossible to believe that education with an international outlook can be prejudicial to national interests. National and international values are not antagonistic, they complement each other. No one has the right to deprive today's young people in Korea as well as in the world, who are preparing to shape the twenty-first century, of the knowledge, the critical approach and the attitudes they will need and on which human survival may hinge.

SRI LANKA

Prepared by CHANDRASENA HETTIARACHCHI,
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Introduction

Sri Lanka's ancient chronicle, Mahawansa, records that the nation was founded by settlers from North India in 543 B.C. With the introduction of Buddhism in the 3rd century B.C., a great centre of civilization arose around the ancient capital of Anuradhapura. That this ancient civilization supported a large population is evidenced by extensive ruins of large monuments and the vast man-made lakes and irrigation schemes, some of which are still in use.

Sri Lanka resisted the efforts of annexation by successive European colonial powers—the Portuguese, the Dutch and the British—for hundreds of years until the whole country came under British rule by a treaty arrangement in 1815.

Buddhism has had an overwhelming influence on the economic orientation as well as the cultural outlook of people ever since its introduction 22 centuries ago. Great centres of learning became associated with the vast Buddhist monastic establishments. Although education was religious in orientation it is evident that secular learning was also fostered by this system of education. The sophisticated engineering feats exemplified by the vast lakes and irrigation schemes and great monuments are proofs of an advanced technology. On the other hand, Buddhist social philosophy also made education a public concern along with the people's health and welfare. This social philosophy was egalitarian and it therefore stressed universalization of education as a cardinal principle. Thus, in spite of the destruction and abandonment of the large monastic educational establishments, the tradition of teaching and learning was continued by the village temples and the *Pirivenas*, and these concepts remained ingrained in the peoples' ethos.

The realization of some degree of self-government in the 1930s led to the resurgence of these concepts as manifested in the emphasis given to education, health and economic development through restoration of the ancient irrigation works. By 1945, a free education scheme from kindergarten through University was in operation. The years following the introduction of free education in

1945 and independence as a Commonwealth Dominion in 1948 saw a rapid increase in school enrolment as well as a phenomenal improvement in facilities provided at all levels of education.

In 1980 the country had 9,794 schools of which 9,117 were state schools. The enrolment in government schools was 3.28 million. Generally, Sri Lanka can be considered as being well provided with schooling facilities with nearly 10,000 schools in an area of 65,000 square kilometers, although the facilities available from school to school and from district to district show wide variations.

Enrolments at the tertiary level increased during the last four decades but the rate by expansion of the sector has not kept up with the demand created by the expansion of secondary section. The number of Universities has grown from one to seven inclusive of the Open University which was inaugurated in 1980. Two University Colleges were set up during the last three years. Tertiary-level Institutes are also available for Aesthetic Studies and Indigenous Medicine, and a Worker Education Institute has been functioning for some years. Three Post-graduate institutes are now available for specialized studies in Medicine, Agriculture and Pali and Buddhist Studies. The number of technical and polytechnical schools has grown to 21 and two more affiliated technical units have begun functioning recently. Yet only a small fraction of the pupils leaving secondary school are catered to by the technical schools, the goal of the many thousands of pupils in the senior secondary classes remains entry to the Universities, although not even 10 per cent of them can be accomodated.

Principles, aims and objectives and provisions in education

Sri Lanka subscribes to all the noble aims of education and has had no reservations in accepting new ideals and methodologies. The major principle which guides the state in the provision of education is that of egalitarianism. The state does not permit discrimination in the provision of facilities on ethnic or religious basis and guarantees written into the nation's constitution do not permit policy-wise discrimination. Equal access to education in provided for in the current constitution which was adopted in 1978.

The objectives of education accord with the egalitarian principles, needs of a pluralistic secular state and those of an open society which recognizes individual freedom. The objectives flow from the aims mentioned above. The accepted objectives of education are operationally subject to varying interpretations depending on, among other things, the socio-economic status of the learners. The need is not so much for re-definition, but for the evolution of the means to achieve the objectives. This is evident from the attempts at reform

in the past. They have been mainly curriculum changes effected in the hope of obtaining a better fit between the objectives of the social, cultural and economic development needs of the nation and the content of education. When school leavers come out with unrealistic employment aspirations the school system reacts by introducing technical/vocational education. To thrust the entire population into the modern age, science and mathematics education is strengthened. Preservation of cultural and lingustic identities are among the objectives of the shift to national languages.

The priorities of education too are perceived differently by different socio-economic groups and individuals as contrasted with national priorities. The national priorities are national integration in the context of a pluralistic society and improvement of the quality of life both physical and cultural. The urgent priority is to utilize the educated as productive citizens and thereby generate the means to absorb more of the education system's output productively. Although the numbers of the better-educated entering the economic scene has increased phenomenally, their participation has not given positive growth to the economy. The urgent priority therefore is to make education a positive element in its feedback loop to the economy.

The immediate plans for development of education at school level include the upgrading of teacher education and the overhaul of the organization of the school system. Sri Lanka has had a developed teacher-education system for decades. The Ministry of Education is now engaged in improving this system in order to increase its capacity as well as to make it relevant and effective. Distance Education methodologies will be used increasingly.

The school system is reorganized mainly by grouping schools into clusters. Pilot work has already begun on this scheme which will eventually group more than 9,000 schools in the system to about 1,000 clusters. There are about 2,000 schools with fewer than 100 each. Some of these exist side by side with larger and better-equipped schools. The proposal now being effected is to group the schools around a well-developed core-school into a cluster of schools so that the entire cluster school population, averaging 3,000, will benefit from the best available facilities, while drawing upon a large pool of teacher expertise.

One of the priorities now is to institute new structures and expand existing structures to enable pupils who leave school to enter productive employment. Various forms of technical and vocational institutes will, under this scheme, absorb some part of the school leavers and make them employable after a few

years of training. Another structure with great potential is the non-formal education system. This too is being expanded as a matter of priority. The proposal is to use the organizational capacity of the school system to build a pervasive non-formal system.

The higher-education-oriented tertiary sector, although it caters to a smaller number, is of strategic importance. The University enrolments have remained relatively static for a decade or so, and only one in one thousand is being enrolled as a full-time university student. Yet even these few find it difficult to secure employment when they finish. This applies particularly to Arts and Humanities graduates. The demand is for expansion of the tertiary sector other than university enrolment.

There is no general compulsory schooling law; the only compulsory schooling law in the statute books is that pertaining to plantation workers. Access is free to the span of schooling, however, from Kindergarten to grade 10. Schooling facilities are widespread, there being 9,794 schools in a small land area of 65,000 square km. The State is obliged to provide schooling to all those who seek to enter the school system.

The first public examination is at the end of grade 10 when the pupils take the General Certificate of Education (Ordinary Level) Examination. For the award of the certificate, passes in six subjects are required, inclusive of the compulsory subjects, First Language and Mathematics. A satisfactory performance at this examination is reguired for admission to Grade 11..

About 25 per cent of those completing grade 10 enter Grade 11, which is the lawer grade of the senior secondary span, grades 11 and 12. Pupils are able to specialize through a selection of subject combinations at this level. At the end of grade 12 pupils may sit the General Certificate of Education (Advanced Level) Examination. This also serves as a selection examination for the Universities, Owing to lack of space in the Universities, only a fraction of those who qualify find places in them.

Curriculum

The primary school curriculum consists of an integrated curriculum built around 11 themes together with Mathematics and English at the upper primary grades. The Junior Secondary Grades 6-10 have a common curriculum consisting of subjects:

First Language,
Mathematics,
English,

Science,
Social Studies,
Religion,
Aesthetic Studies,
Technical subjects, and
Health and Physical Education.

The Aesthetic and Technical subjects consist of several optional subjects. At the senior secondary level (Grades 11 and 12) pupils have to follow a four-subject curriculum. These four subjects are chosen from a large number of subjects offered, but the choice is limited by the need to offer a particular combination of subjects for specialization relating to Physical Sciences, Biological Sciences, Social Studies, Humanities and Commerce. The First Degree Courses in the Universities vary in length from 3 years for a general degree to 6 years required for a medical degree. The choice of subjects available within a specialized stream is limited.

Associated Schools Project

In Sri Lanka 30 schools have joined the associated schools project for International co-operation and peace. Of these, six schools received certificates from the Director-General of Unesco on the occasion of the 25th anniversary of the project.

Promotion of international peace and co-operation is one of the important objectives of the curriculum. This is achieved through the subject Social Studies, which is a compulsory subject for all students in grades 6 to 10. Units of work covering ethnic differences, conflicts and resolution of such conflicts, international co-operation through the United Nations and other International Agencies and the principles of democracy are incorporated into this subject. Sri Lanka, being a multi-racial and multi-religious country, guarantees the fundamental rights of every citizen in its constitution.

The schools celebrate days of special significance such as United Nations Day which falls on 24 October and Commonwealth Day which falls on 8 March. This year, on the recommendation of the Food and Agriculture Organization, World Food Day was observed on an island-wide scale on 16 of October. On all these occasions the schools play a dominant part and provide the school children with opportunities to learn concepts fostering international co-operation.

Human Rights is another area in which positive action has been taken to promote and disseminate the concept. On the full moon day of Wesak in the year 1980 (a Holy day for the vast majority of Buddhists in the country),

Sri Lanka ratified the United Nations Declaration of Human Rights. The Human Rights Centre of the Sri Lanka Foundation conducts programmes to further these concepts. It celebrates Human Rights Day which falls on the 10th of December every year, with school children participating in the programme.

In 1979 a poster competition was organized to celebrate Human Rights Day. In 1981 a 'quiz' competition among candidates from the 1,500 senior schools in the Republic was held.. The broad-based participation of schools in this programme provided an opportunity for a large number of pupils to gain an insight into the concept of Human Rights.

With the assistance of Unesco a programme is being planned to incorporate Human Rights into the curriculum of the secondary schools. As soon as the curriculum material is ready teachers will be given training in teaching it. It is expected to expand the Associated Schools Project in 1982 to cover a larger number of schools.

THAILAND

Prepared by THONGLAW KEAVPRAYOON, Director,
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Introduction

Five years after setting up the Associated Schools Project in Education for International Co-operation and Peace (ASP) in November 1953, Thailand joined the project with the first two teachers' colleges. After this, two secondary schools were accepted to join the ASP in 1963. At present 57 schools and colleges participate in the project, as follows: Teachers' colleges–11, Technical institutes–3, Secondary schools–37, and Primary schools–6.

Approximately 120,000 persons are involved in the project, though it was the policy of Thailand National Commission not to expand the project until it had been firmly established and its principles, methods and programmes had been widely understood.

Operation and activities of Education for International Understanding

At the national level

After the Thailand National Commission introduced the Associated Schools Project of Education for International Understanding in Schools to the Ministry of Education, interested schools were selected and invited to join the project. An official in the External Relations Division of the Thailand National Commission for Unesco was appointed project officer to co-ordinate the activities run by the schools, and to circulate Unesco materials and information.

The National Commission has worked in promoting Education for International Understanding in ways such as the following.

- Organizing national seminars and training courses
- Establishing a Document Center
- Circulating news and materials from Unesco and the Thailand National Commission to member schools
- Visiting member schools

Seminars and training courses have been arranged by the Thailand National Commission. In 1963 the first national seminar was held in Bangkok. Twenty-nine participants attended the seminar, which was aimed at promoting the Associated Schools Project of Education for International Understanding. The second national seminar was organized in 1966 on the theme "The Role of Schools and Teaching Aids in Promoting International Understanding". About 67 participants attending the seminar proposed that a Document Center be set up at Suan Kularb School. The third National seminar was held in 1968. It enabled the teachers from Associated Schools to exchange ideas and experiences, as well as to evaluate their past record and future plans.

In 1970 the fourth national seminar was held to promote more advanced steps in Schools in Thailand. The first workshop and training course were established. There were 96 participants from 51 institutions. The best outcome of the seminar was the establishment of a new Center for International Understanding (CIU) under the auspices of the Thailand National Commission for Unesco. Promoting national and international understanding is its main objective. There are more than 1,000 member students from 163 institutions, and another 200 members are all either teachers in ASP or people in the field of education. In 1972, two short training courses were organized in two provinces. Their main objective was to expand the project to schools, especially primary schools, in rural areas. Another training course was held in 1974, with 120 Participants.

The latest National Seminar was held in November 1980. The aims of the Seminar were as follows:

a) to consider the Associated Schools' activities and experiences;
b) to improve the methods of teaching in education for international understanding;
c) to consider and introduce Unesco's Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental freedoms;
d) to produce teaching-aids and to plan activities in education for international understanding.

For many years, the Thailand National Commission for Unesco has translated and circulated news, documents, and materials to member schools. Foreign guests visiting schools are accompanied by staff from the External Relations Division. As for financial support, the Ministry of Education allows public schools joining ASP to spend the sum of 1,200 baht (US $60) from the schools' educational fund in organizing or promoting the project.

At the school level

The schools have to choose their programme from among the three subject themes suggested by Unesco, namely:

1. The United Nations and its agencies
2. Other countries
3. Human Rights.

In order to successfully operate these programmes, the school has to undertake these four steps: (1) Planning the programme; (2) Training its members/teachers and students; (3) Gathering information; and (4) Taking action. The school administrators or the teachers in charge of the project should be responsible for planning the programme and for setting up the policy of how to run the project carefully. The people who will implement the policy would be trained so that ideas could be appropriately put into action. It is the team's responsibility, then, to decide and to start planning of what programme or activities they would like to work on. Co-operation from different departments in the school is of great need for the success of the programme. After the programme has been completed, progress and results of the programme must be evaluated for the benefit of the members as well as all students.

There are two main aspects to be taken into consideration in promotion of education for international understanding in schools, namely personnel and activities. Teachers-in-charge play a great role in this project. Together with good spirits, good human relationships, leadership, inventive mind and sense of responsibility, the knowledge of English may be essential to the teachers in charge of the project, since they may have to help translate from English to Thai some of the materials they think will be useful to the project as materials being translated by the National Commission are still clearly insufficient. The other aspect is activities which have been carried out both inside and outside the classrooms in Associated Schools in Thailand. It should be noted here that most activities done by the members of ASP in every level are similar. The level of difficulties, the complication of the contents however vary, depending upon the age of the students, the size of the classes, the available facilities and other factors. The activities in Associated Schools are as follows.

1. Collecting materials, pictures, maps, postcards, symbols, dolls, stamps, coins, stickers or anything that may arouse the interest and curiosity of the students.

2. Study and reporting are assigned to individual or groups of students to encourage responsibility and co-operation.

3. Lectures given by resource persons both inside and outside the school are always welcome as long as the topics chosen are apprehensible.

4. Special activities such as quiz programmes, poster displays, drawing competitions, composition writing, film-shows, slide-shows, plays, flower arrangement, cooking class, national costume shows and radio or television programmes call the attention of not only the school community but the public as well.

5. Speech activities of all kinds are very constructive. Some examples are panel discussion, debates, speeches, interviews, choral speaking and radio announcing.

6. Writing activities can be geared to older classes because they need deeper experiences. Among those useful activities are writing minutes of meetings, making lists, writing programmes, slogan contests, or writing letters to pen-pals.

7. Visits to places of interest are always enjoyed. This includes the visits of guests to schools as well. Training a group of students to welcome and entertain guests will add to students' experiences in international understanding in real situations.

8. Exhibitions of all the activities undertaken, things collected and papers prepared always attract spectators. To participants, it is the publicity of their achievement. To teachers, it is a way to evaluate the programme, through the interest of the visitors shown by people attending the exhibition. Insights can be learned through failure as well as success.

9. Exchanges are sometimes conducted if they are planned beforehand. It is one of the successful programmes undertaken all over the world: exchange programmes can range from small items like stamps, coins, dolls or correspondence to teaching materials, recorded tapes or even students.

All these projects done and performed inside and outside the classroom have their own ways to promote and introduce Education for International Understanding in schools here in Thailand. Through these activities, well-planned projects may prove meaningful, practicable and worth undertaking. Every problem solved and confronted in these activities can teach the participants to face situations in real life. Co-operation in this matter should gradually nurture a spirit of international understanding. The more the school variegates the project, the more experiences and insights it will gain.

In 1980 the Secretariat of the Thailand National Commission for Unesco sent out questionnaires to Associated Schools in Thailand. Favourable effects on the attitudes and behavior of the students were noticeable. They were open-minded in analysing things objectively, and confident in expressing themselves and asking questions.

Problems in education for international understanding

The answers to the questionnaire have summed up many problems faced by the schools. They may be classified as administrative and academic.

1. *Administrative*

a) In 1975, school activities at all levels of education in Thailand were revised. New school activities such as 4H conservation and cultures were recognized for the first time. In 1978, the new national scheme of education was set. In 1981, the new curriculum for higher secondary level was introduced. Among the courses prescribed, there is none that includes directly the United Nations or its agencies. And some activities and topics that are co-curricularly treated now become totally extra-curricular.

b) Under the new curriculum, there are several interesting elective courses but there is no main theme called Education for International Understanding. Because of a heavy school programme, time is insufficient for both teachers and students to take on any extra-curricular project.

c) The schools have not been allowed to use sufficient money to carry on the project. In each government school, only 1,200 baht was approved from the education fund for the budget which is only enough to cover the cost of stationery.

d) Because of heavy teaching loads of the teachers, they are reluctant to participate in the project on voluntary basis. Moral support and recognition from the administrators would be more promising to the teacher-in-charge in working on the project.

2. *Academic*

a) Since the new curricula and school syllabi do not accommodate courses concerning the main themes suggested by Unesco for ASP to study, education for international understanding seems to be of less importance. The two main themes are: teaching about the United Nations and it agencies, and teaching about human rights related to civics. In 1980, the topic of the United Nations and its agencies was left out. The theme of world problems is the only encouraging theme which concerns an everyday situation and is already included in some subjects in a number of schools such as sciences, home-economics, hygiene, and social studies.

b) The world situation of disputes and misunderstanding severely dis-

courages teachers in working on the project of Education for International Understanding. It seems too ambitious to teach the students the benefits of the UN when its ability to keep world peace is very controversial. For the home situation, when the country's economy and security are badly threatened, teachers would hesitate to teach about peace and international understanding. For example, while the Thai people work hard to reduce the birth rates, there is the refugee influx at the border of the country and population growth in the refugee camps. It is useless to preach about peaceful co-operation when the country is attached to weapons. When there is a strong nationalism, the firm belief of the teachers would be affected.

c) Teaching materials including books and periodicals are not available for teachers in charge of the project, nor are up-to-date selected bibliographies for books and periodicals of current events concerning countries, and United Nations organizations.

d) In-Service Training Programme for Teachers. A small number of students from teachers' training colleges are involved in this project. Because of this, it is very hard to find any one with experience among the newly recruited teachers for the project.

Future plans and prospects

The Thailand National Commission is generally satisfied with the progress and improvement of the Associated Schools Project in Thailand, successfully operated for more than 22 years. The Commission also agrees with most schools that the project should be continued as it is, but should be strengthened considerably. More full-time project officers being appointed will be entrusted with the task of preparing bulletins and documents in Thai. They will circulate reports on school activities among the Associated Schools and also visit these schools in order to give advice on the project regularly.

Member States should also increase their efforts to facilitate production and to exchange equipment and materials for international education. Documents and other materials illustrating the culture and ways of life of each country, the chief problems with which it is faced, and its participation in world-wide activities should be prepared and communicated to other countries. They should encourage wider exchanges of textbooks, especially history and geography textbooks, and should have, if possible, bilateral and multilateral agreements.

Member States should also encourage co-operation between their Associated Schools and those of other countries with the help of Unesco in order to

promote mutual benefits by expanding their experiences in a wider international perspective.

Unesco should also consider intensifying its efforts in the development and improvement of the project by providing expert services and strong financial assistance for the translation of essential documents as well as for the organization of meetings.

BELGIUM (A SPECIAL REPORT)

Prepared by PAUL MORREN, State Inspector of Education
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The concern of Belgium for international-minded education

Education in Belgium is very international-minded: this can be explained by historical and socio-economic circumstances.

Belgium became independent in 1931. In the preceding five centuries the country was under foreign sovereignty, often changing from one master to another and more often being the battlefield of Europe in the struggle of the great powers for supremacy or restoration of the equilibrium. Never were the feelings or desires of the people taken into account. In the 20th century, and much to its dislike, Belgium twice became involved in world wars and was appropriately called the martyr country of the First World War.

Therefore, as a small and easily exposed country, Belgium aims at peace and international understanding. The country has always been in favour of international diplomacy, agreements and international governmental and non-governmental organizations, and has played an important role in giving birth to such organizations and promoting their development.

Economically Belgium is a small country that acts like a giant in trade, industry and transit functions. Being almost entirely dependent on its foreign trade, Belgium, economically as well as politically, wants peace and international cooperation. This is borne out by the leading part played by this country in the European Common Market.

There is a long tradition in Belgium of respect for the individual and extended individual rights and freedoms. For many years its Constitution has been regarded as among the most progressive and is used as an inspiring model.

Through history the Belgian territory has always been a meeting place for different cultures, essentially Latin and Germanic. This led to a spontaneous development of interest for and participation in international cultural life.

This makes the culture of Belgium appear as a mixture of local and diversified international influences.

The majority of the Belgian people speak the Flemish version of Dutch. This is quantitatively a minor language only spoken by some 5.5 million inhabitants of the northern part of Belgium and by the 13 million inhabitants of the Netherlands. Therefore Belgians have to know and use foreign languages. Scientific training—and this is of importance for education—is based on universal knowledge and takes advantage of studies and publications in English, French, German, Spanish, Russian and other languages.

There is in Belgium a general mentality of being open to the world. Many of the programmes on radio and television, whether home-made or imported, are on foreign countries, cultures and events and so are many of the articles in the press. All kinds of films are shown in the original language, and many kinds of foreign literature sold. International exhibitions are frequent. All this helps to explain the mentality of being open to the world, and that is especially strong among the young. Thus, Belgium has developed a very positive approach to international-minded education.

Belgium and the Recommendation on International-Minded Education

The proposal that Unesco should draw up an instrument for international-minded education and that this instrument should have the form of Recommendation to the Member States was a Belgian initiative. It was introduced by this writer as a member of the official Belgian delegation, at the General Conference of Unesco at its Seventeenth session in 1972. The proposal was unanimously accepted. This writer also participated as a governmental expert in the elaboration of the Recommendation. The final text was approved by the General Conference of Unesco at its Eighteenth Session in 1974. What was Belgium's concern in taking this initiative?

In one sentence this could be stated as follows: the Unesco Recommendation should remind Unesco and its Member States of their responsibilities in the improvement of Education for International Understanding and Human Rights as an act of necessity and justice.

1. To help Unesco fulfil the assignment that is clearly expressed in its Charter.
2. To gain new interest for education as an efficient support to the assurance of a lasting peace and constructive international relations, both part of an essential condition for survival.
3. To stress the importance of education for international understanding

and human rights in preparing the youth of today for private and public, individual and social life in the 21st century.

4. To gain wide attention for this vital form of education in a period that is dealing with new views on education and fundamental renewings of the school system in many countries.
5. To offer new and broader possibilities to the Unesco system of Associated Schools. This system is in existence since 1952-1953 and has been succesful, but it still has not had enough impact on school systems as a whole and very often there are wide differences between the written reports and the real situation.
6. To improve the various means of education for international understanding: studies, reports, publications, audio-visual and other materials, programmes, methods, meetings of experts, teachers, students, exchange programmes and the like.
7. To promote a general international agreement on the concept and practice of international-minded education.

Distribution and application

Together with a lengthy introduction the recommendation was then published by the Ministry of Education and distributed to all schools. The text was also promoted elsewhere. For instance, one of the leading pedagogical magazines published a double issue on international-minded education and thereby made special reference to the Recommendation.

Attention has been drawn officially, through ministerial circular letters, to the Recommendation and its meaning and importance. Seminars have been organized for teachers, especially those in charge of teacher-training, where the Recommendation and its contents were introduced and discussed. Special attention to the Recommendation has been given in the meetings of teachers of Associated Schools. The Recommendation is also studied in the faculties of education of the universities.

Some aspects of international-minded education in Belgium

The considerations which follow deal mainly with secondary schools which in Belgium means education for boys and girls from ± 12 to ± 18 years old. Nevertheless, progress has been achieved in primary education (ages 6 to 12) and in teacher training.

History and Social Formation

In the total amount of six years of secondary education only one semester

is devoted to purely Belgian history. For the rest of the time the pupils study general history with a strong emphasis on the 19th and 20th centuries. Social processes such as the political process, the economic process, the cultural process, the demographical process, the process of communication, the process of massification, the process of emancipation (workers, women, youth) are dealt with in an international approach.

In certain classes non-European cultures are studied. During the terminal year the study of the internationalization of public and private life is compulsory. This study includes the work of the United Nations and its Specialized Agencies, starting with Unesco. Problems such as peace and disarmament, development and new international economic order are put on the agenda.

In the teachers' guide that accompanies the curricula for Social and Historical Formation it is specified that human rights are a prime concern of the six years of study and that international-minded education is one of the main goals.

Religion and ethics

In primary and secondary education two periods of religion or ethics are compulsory. The pupils are offered the choice between roman catholic, protestant, hebrew or islamic religion or else ethics on a non-religious basis. This in itself is a service to international-minded education (and very much appreciated by the many migrant workers). In addition, many a lesson consists not in the mere teaching of an ideology as such but of man facing today's problems and situations.

Geography

Here again the curricula are worldwide in focus. Stress is laid on Human Geography and on the relationship between humans and nature.

Languages

Belgian young people study at least two foreign languages, sometimes more. Moreover, in the courses of the mother tongue and foreign languages elements of an international-minded education appear in the choice of books and excerpts to be read and essays to be written. Art and music are subjects that also can promote international-minded education by introducing and explaining foreign cultures.

Economics

The same goes for economics where again attention is paid to international problems and situations and to international organizations as for instance the European Common Market, the United Nations, the World Bank, the International Monetary Fund, the International Labour Organization.

Environmental studies

This is the title of an optional course in which the problems of pollution and health of the environment are studied with regard to the local, the regional and the international situation.

Other initiatives

As Belgium is fairly centralized, the curricula are established by special committees for the whole of the school system. The textbooks reflect the contents and the spirit of the curricula. They are published by private initiative, however, and no directives are given to the authors and editors, except that they should try to avoid all prejudice towards other countries. Circular letters signed by the Minister of Education or one of the high officers of his administration are issued regularly and sent to all schools urging and sometimes obliging them to take certain initiatives. Some examples: actions in favour of Unicef, the struggle against illiteracy, aid to victims of disasters, the rescue of sites and monuments in peril, the elimination of epidemic diseases, the observance of United Nations Day and Human Rights Day. . . A particularly striking example is the circular letter issued recently in which the Minister of Education orders all schools to celebrate with appropriate educational activities a day of antiracism.

The Ministry of Education also organizes exhibitions that travel around the country. There have been an exhibition on the United Nations, one on the World Health Organization and one of Unesco publications, focusing attention on the 100th issue of the Dutch edition, published by Belgium and the Netherlands, of the Unesco Courier. One copy of each issue of the Courier is sent free of charge to all secondary schools by courtesy of the Ministry of Education and Culture.

The Ministry of Education disposes of a cinematheque where all schools and cultural organizations can borrow audio-visual materials and especially 16-mm documentary films. This service is offered free of charge. In the catalogue there is a special chapter on International Education and Human Rights. Educational radio and television produce a number of programmes on international-minded education. These and other programmes are introduced

and commented on in a special magazine of which every school gets five copies.

Belgium has signed something like 50 cultural agreements with other countries. This makes possible international meetings and exchanges of teachers and visits to schools abroad. Also worth mentioning is the cooperation of the Ministry of Education with the Bureau of the United Nations in Belgium and with non-governmental organizations such as the League for the Defence of Human Rights, Amnesty International, the National Centre for Aid to Developing Countries and others. And of course education is well represented in the National Commission for Unesco.

The Associated Schools system in Belgium

General

Belgium joined the Associated Schools System at its beginning in 1953 and has continued without interruption to take part in this important programme of Unesco. To stimulate and supervise the work, the Ministry of Education appoints two co-ordinators, for the French-speaking and Dutch-speaking regions, respectively.

The number of schools participating is among the highest of all Member States of Unesco that have joined the system. Belgium has approximately 80 associated schools. Even more important than the large number is the fact that all levels of education are represented and that the composition of the group is altered regularly so as to get the greatest possible number of schools involved. Permanent members are the Higher Institutes for Pedagogical Training where teachers for primary and lower secondary education are trained (teachers for higher secondary education are trained at the universities).

The contribution varies from school to school, often depending on the personal interest and willingness of the teachers. Extracurricular activities are welcome but work must be done in the classroom during regular lessons, as this is the purpose of the Associated Schools System.

In very general terms if could be said that two main tasks are suggested to our Associated Schools:

- explore the possibilities of the curricula that are applied and try to improve their application with regard to international-minded education; or
- experience novelties: themes that are not sufficiently present in the curricula, methodologies that have not been sufficiently tried out (an

Associated School can combine the two tasks).

The co-ordinator picks out the schools (that of course have to agree with the proposal), discusses their work, tries to help them and acts as an intermediate between the schools and the national authorities or Unesco. He organizes meetings of the school directors and teachers involved in the system. He encourages the publication of reports and articles on international-minded education and the work of the Associated Schools. He eventually contacts persons and organizations who might be of help.

Some new trends

The final aim of the Associated Schools System is that it should have an impact on the entire school system. Indeed there is no sense in limiting the promotion of international-minded education to some selected schools. In fact after nearly thirty years of efforts one may reasonably expect the generalization of the results.

In Belgium this is for the greater part a fact in the teaching of history and social formation; the effort is now to round off some sharp angles that still exist. For instance there is some teaching about disarmament and about racism but not enough and so some Associated Schools are asked to concentrate on these topics.

A striking example of generalization is offered by the training of in-service teachers as it was carried out in 1980-1981. All the teachers of History and Social Formation of higher secondary education had six days of intensive training spread over one semester and with interim activities in between. The participation was incorporated in the ordinary teaching mandate for one period a week; in other words, the teachers were paid for this special kind of work and even repaid for their travel-expenses.

This training was directed by the state inspector, assisted by a team of nine teachers who, for the entire school year were relieved from their usual assignment. Every participant received in advance six syllabi with many kinds of documents and information, in total nearly 600 pages. Afterwards a seventh syllabus of 120 pages with the general conclusions and the evaluation completed this impressive set. The teachers were divided into 18 groups on a regional basis. For each of the six working-sessions a general theme was proposed; two of these themes were entitled the Teaching of Human Rights and International-Minded Education.

Along with emphasis in History and Social Formation, Belgium tries at

the same time to infuse international-minded education into the practice of most other subjects.

Integrated working periods

This is the name for a teaching technique that is applied on a voluntary basis by a certain number of schools, especially for the pupils of primary and lower-secondary education. It means that for a limited period of time, in general one or two weeks, the ordinary schedule is interrupted and put aside. A specific theme is then studied in and outside the school whereby use is made of an interdisciplinarian methodology, group-work, individual work and other techniques that guarantee a maximum of creativeness on the pupils' part. Such integrated working periods are organized in the community to which the school belongs or in another locality (the seaside, the forest) and even abroad. The study of the theme is ofter. accompanied by an intensive practice of sports.

An integrated working period demands a long and careful preparation and considerable effort by both teachers and pupils. It is clear, however, that this technique offers strong possibilities for international-minded education and it should be exploited.

Migrant workers and bi-cultural education

A certain number of Belgian schools have among their pupils, and sometimes in a large proportion, the children of migrant workers. Considerable efforts are made to give these children a full education based on elements of the two cultures they are confronted with: the culture of their country of origin and the culture of Belgium. Some of these schools are included in the Associated Schools System.

Some difficulties

Some valuable things have been achieved in the Belgian educational system with regard to internaional-minded education. By no means is it desired to pretend that everything is for the best in the best of pedagogical worlds. There remain weak points such as the following:

- teacher-training needs improvement;
- international-minded education is sometimes best served by interdisciplinarity but this remains difficult to realize;
- there is a need for basic material that is produced in the mother tongue of the teachers and the pupils;
- it is difficult to alter the curricula and to find the time and the place for new items or for the broadening of certain themes;

- teachers are not well-prepared to teach Asian and African cultures;
- due to language barriers cooperation with other countries is not easy for anyone.

Universities

Universities are responsible for scientific training and for the pedagogical training of teachers for higher secondary education. More generally they prepare the intellectual elite. Their joining the Associated Schools System could be of great importance. When we look at the list of the participating schools and institutes we find that few universities are involved in the system. This does not mean that they are indifferent to international-minded education. One of the universities has established a centre for so-called international formation. And of course all universities study international affairs.

Nevertheless, a more solid and permanent link between the universities and the Associated Schools System could benefit not only the system but also the universities, and so the universities of the Flemish-speaking part of Belgium were invited to join the system and to come to a closer co-operation with the secondary schools and with Unesco. From all of them came a positive response; some of them are considering the adhesion of the university as a unit; others would like to start with a specific faculty or section.

What was proposed to the universities as a possible contribution is the following:

- the faculties of education should make thorough scientific studies of the phenomenon of international-minded education;
- the training of teachers should include a solid preparation for the teaching of peace, international understanding and cooperation, and human rights;
- the study of human rights should be extended from just the Faculty of Law to all faculties;
- the study of non-European cultures, peace and disarmament, development, racism and other themes should be strengthened and its results made available for secondary education.

Unesco is very much interested in this new approach. In September 1982, under the participation programme of Unesco, Belgium will organize an international conference on the possible role of universities in the Associated Schools System. It is sincerely hoped that an important delegation of Asian countries will consider participation.

Note: The information given in this article is mainly representative for
- the Flemish-/or Dutch-speaking part of Belgium;
- the school system organized by the State (there are also private schools)

SPECIAL PRESENTATION: THE ROLE OF EDUCATION FOR INTERNATIONAL UNDERSTANDING, COOPERATION AND PEACE IN THE CONTEXT OF THE DEVELOPMENT OF THE ASIAN AND THE PACIFIC REGION TOWARD YEAR 2000

Presented by DR. PARK BONG-SHIK, Professor of International Relations, Seoul National University

I think it is very meaningful and timely to hold this seminar on the development of the Unesco Associated Schools Project here in Seoul. As you know the principal idea of Unesco is to prevent wars and firmly fix in the mind of mankind the idea of peace. This idea of peace is moreover the underlying principle of the United Nations itself.

Unesco strives to eradicate the ideas of hostile conflict as a means of settling human disagreements and aggravations. Like so many other social behaviors, the decisive factor of hostility is a state of mind. If members of society learn to think in terms of violence and aggression, war becomes a self-fulfilling prophecy. Wars grow up in the minds and hearts of man. In our endeavors to educate the youth of society in international understanding, cooperation and peace, we are trying to nurture peace from childhood to maturity.

Conflicts of interest and reports of more conflicts are daily events these days. Considering the possibilities of discord among individuals, the conflicts between nations are predictable. Some of the conflicts among nations are to be expected and we must admit to these troubles and search for solutions to them without war.

Peace works! It really works! Each time either major or minor conflicts are resolved without ending in war we prove that peace works. By sparing no effort in developing mutual understanding, we can and have prevented what would once have seemed to be inevitable wars. It is in this context that we can understand the necessity for implementing and promulgating the Associated Schools Project.

The Associated Schools Project is now a generation old. Some ten years ago and for a longer time we have claimed that the project was future-oriented. We have now had one generation of the future. Those students at the high school level back in 1953 are now approaching their forties. It is unfortunate

that we know so little about what they are doing today and what impact the Associated Schools Project has made upon their lives. Perhaps, in planning for the 21st Century in Asia and the Pacific Region, we can now make a commitment to do a follow-up on those students who will be leaders at the turn of the century. Another misfortune in this business of educating for peace is that so little research is actually done on specific impacts of education. We do not know for example what projects work best to create great statesmen and Nobel Peace Prize winners. Because of this lack of knowledge and because the search for peace is such a huge and complex process, we must cast our net wide and hope to contribute in some small way.

All of you know that education is seen as directly related to social reconstruction, economic development and modernization. Study after study has supported the relationship between education and economic take-off. The relationship shows that economic development generally requires a pool of educated talent. We can assume that international understanding and peace also requires a sizable pool of individuals throughout the world trained in understanding and respecting all peoples, cultures, civilizations, values and ways of life. We have no way of knowing how large a pool is required until we have attained durable world peace.

I want to achieve two things in this message. First, in a summary fashion, I want to review some of our past accomplishments and, secondly, relate them to the future of the region of Asia and the Pacific. The future that I am talking about is that time it will take to get us into the 21st Century. Therefore, I will be talking about the young people involved in the Associated Schools Projects today since they will be the ones who will inherit and shape this future.

By way of summarizing the goals and accomplishments of the Project, I recognize that most of you here are familiar with both. However, they bear repeating so that we do not lose sight of goals nor think too little of our achievements. The associated schools are educational establishments in Unesco's Member States at the primary, secondary, vocational and teacher training phases of education which agree that teaching for tomorrow's world must involve teaching basic principles of international understanding and cooperation for peace, the neglect of which may well deprive the world of its tomorrow.

World problems which seem to exist and persist in all countries have become the focus of instruction in the Associated Schools. A reiteration of these problems shows just how broadly the Project has cast its net and

significance of training. The problems involve peace and security, disarmament, human rights, tremendous population, poverty and economic progress, the environment, the sea and seabed, social justice for workers, food and hunger, health and children's welfare. None of the Asian and Pacific region nations are strangers to these problems. In all of our nations we need individuals educated in dealing with them and understanding the international implications of each of them.

Still by way of summarizing the Project, let me point out that in 1953 when it was inaugurated, it had a budget of only $27,000, of which $14,300 was earmarked for Associated Schools activities. In 1953, there were representatives from 33 schools in 15 countries and only 3 Asian countries were represented. Now, our resources have grown to almost one-and-a-half million dollars, and almost half of that is scheduled for Associated Schools activities. Yet, in military terms, we haven't even enough money to purchase a tank, let alone fuel it and load it. (I might point out that in this world far more tanks seem to get purchased than educational programmes for international understanding and peace). At any rate, with the growth in resources came a growth in the number of participating members. At this moment there are 80 participating Member States and 1,600 schools. In the Asia and Pacific region there are 12 Member States and 572 Associated Schools Projects.

Whom does the Associated Schools Project teach and why? Evaluators have found that the project impacts upon teachers and students in terms of participation and cognition. By and large, the participants become more involved in increasing their levels of information and understanding of international events. Teachers report that student acceptance of others tends to increase. The issues viewed as most vital to international understanding by participating students, teachers, and administrators are human rights, man and our environment, other countries and cultures, and disarmament. All of these issues will greatly influence the development of the Asia and Pacific Community between now and the turn of the century. . . just as they will world development.

For example when one looks at the Asian Community and its historical patterns of interaction, racial discrimination has determined much of the past and the need for racial understanding and acceptance for the development of the community is clear. The community is multi-racial, multi-linguistic, multicultured. Then, environmental problems loom large in the community; they range from the local industrial air pollution problems of the cities to the preservation and managed use of the sea-bed of throughout the region. If we are to reach the 21st century in sound health, solutions to the problems of national

division, competing and mutually exclusive ideologies, national security and armaments and huge defense budgets will have to be found. All of the problems found most relevant in the Associated Schools are directly relevant to building an Asian Community of Nations.

Not only in Asia, but throughout the world the Project has shown that people, young people, are genuinely interested in learning about other people. Moreover, the study of human rights competed for greatest interest with the study of "other cultures and countries." Teaching has been most effective in these two areas of study, understanding was the highest, and "in spite of a wide range of activities, the study of other cultures receives the most attention." These conclusions bear well for the future of Asia and the world.

Let me now turn to the possible future for Asia and some of the problems that stand between us and that future. Our past—and present—is one of colonial exploitation, wars of conquest, wars of liberation, fratricidal war, national division, and militant nationalism. Our nations are divided among themselves with growing differences between former fathers and sons, brothers, and communal groups. But our most recent past is one of the creation of highly dynamic economies such as those of Japan, Korea, Hong Kong, and Singapore; and — the second round of development of ASEAN nations. We have then suffered both defeats and victories, failures and successes. We have also learned to recognize our problems and boldly seek the solutions to them. It is the boldness that will help us achieve the 21st Century.

The most recent events in international politics further illustrate the difficulties faced in educating for international understanding and peace. We can begin with the loss of great men through political assassination caused by differences of religious and cultural views and the resultant subsequent crises. We have the current highly pitched conflict raging at the flashpoint of war between the Sudan and Libya, the critical situation in Poland, the continuing crisis between the Union of Soviet Socialist Republics and Afghanistan and the endemic tragedy in Indo-China—and so on around the world.

About this Asia-Pacific age a scholar has written, "A new page in the history of mankind could be written if there were a will to bring about a creative synthesis of the three great civilizations of this region, the western, the east Asian, and southeast Asian. Indeed in my opinion, each has something to contribute to this synthesis. . . in the case of the west, the individual drive for success; in the case of the east the greater emphasis of working towards the collective good and the greater stress on harmony and more tolerant view of nature and society."

By identifying the differences among the Asian nations, not just the cultural but all differences of importance, we can come to accept them and their implications. Through this process of knowing and synthesis, we may expect the day to come when it is natural for us to hear the word Asian in a concrete sense.

The Asia-Pacific age is an age of the 21st Century and the future. The Asia-Pacific region is an area vastly rich in human potentials of culture, knowledge, and civilization. It is also an area rich in natural resources. The Asia-Pacific region is one of strong nationalism and the desire of each nation for sovereignty and self-autonomy. As such, the development of an international community calls for the ability to accomodate this new nationalism. Unlike Europe, almost all Asia-Pacific nations grew out of liberation from colonial exploitation. Hence Asia-Pacific integration will not be able to follow the European Community model. The Asia-Pacific age is one then of national sovereignty and of search for cooperation with the Asian nations working toward an integration through the common tasks of industrialization, modernization and solidifying their own populations.

Oakley Johnson recently outlined the following areas in need of region-wide cooperation.

1. An exchange of cultural knowledge—at least research, teaching, and educational exchanges—should be undertaken.

2. Technological progress in transportation and communication is already increasing the regional exchanges of culture, personnel, products and investment. If however, the Asia-Pacific age is to be one of an integrated community of nations more cooperation in transportation and technology will have to occur.

3. Marine resources and the use and management of the sea-bed demand area-wide attention today.

4. Cooperation in increasing the production of food as well as its distribution is currently required of all nations of the region.

5. Community-wide cooperation for the development of safe energy bases is perhaps the most urgent problem now facing the region.

6. The vastness and resource diversity of the region demands region-wide cooperation in the development and use of natural resources.

7. The future of the region demands present community-wide cooperation in managing and protecting the ecology.

Asia, in contrast to Europe, has not formed one civilization but is a composite of many. Europe has been regarded as a community of Christianity as

a whole. And as a consequence, the European community is regarded as sharing a common set of ethics and kindred feelings for each other. There is no such homogeniety of religion, ethics, and civilization in Asia. The Asian nations have responded to the Euro-Christian civilization differently according to each nation's particular situation. So there exist a variety of cultures and ethnic groups, a variety of economies and national development, a variety of languages and histories, a variety of religions and religious experiences. Furthermore, there is a complexity of ideologies which continue to cause intra-regional conflicts. The interests of the big powers have affected this region historically and continue to threaten it today. In Asia there is more than one sensitive area which can bring about a war due to lack of understanding or big-power intervention.

In these respects the Asia-Pacific region is one where every effort of the Associated Schools Project should be made to bring about a mutual understanding which is probably required here more than in any other region of the world. Although we are different, we must through our efforts create an Asia where we are proud of being Asian and having an Asian community awareness. These are the reasons why I think this seminar is most important in this city of the world at this time in world history.

APPENDIX – Notes on the infusion of teaching about the United Nations in Education for International Understanding

ANNEXES

Annex I – Agenda of the Seminar

Annex II – Schedule of the Seminar

Annex III – List of Documents and Materials

Annex IV – List of Participants

Annex V – Opening Addresses

APPENDIX

NOTES ON THE INFUSION OF TEACHING ABOUT THE UNITED NATIONS IN STANDARD SCHOOL SUBJECTS

(Adapted from the country report of Indonesia)

What to teach about the United Nations and Unesco

Historical development of international organizations for cooperation between nations to settle disputes through peaceful means:

A. The nature of international organizations.

B. The origin and development of international organizations like the Universal Postal Union, League of Nations, and the United Nations.

C. The League of Nations:
   1. The idea and the plan;
   2. Birth of the League;
   3. The League at work;
   4. The credit and debit sides of the League;
   5. Lesson from the League failures and the Second World War: "The world cannot function without an international organization dedicated to peace".

D. Formation of the United Nations:
   1. The war-time steps and the San Francisco Conference, 25 April 1945—the desire to set up an international organization "to save succeeding generations from the scourge of war".
   2. 26 June 1945—final text of the Charter of the United Nations.
   3. 24 October 1945—ratification of the Charter; emergence of United Nations officially. Global celebration of 24 October every year as United Nations Day.
   4. January 1946—first session of the United Nations General Assembly in London
   5. Permanent headquarters of the United Nations in New York.

E. How the United Nations is organized

1. Purpose
    a) To maintain international peace and security by using peaceful procedures to settle international disputes and by taking collective measures to restrain threats to peace or acts of aggression.
    b) To develop friendly relations among nations based on the principles of equal rights and self-determination of peoples.
    c) To achieve co-operation between nations in solving international problems of social, economic, cultural, or humanitarian character; and to encourage respect for human rights and fundamental freedoms for all people regardless of race, sex, language, or religion.
    d) To serve as a centre for harmonizing the actions of nations towards the attainment of these goals.
2. Structure
    a) The General Assembly – members, how it works, voting system
    b) Security Council – membership, its jurisdiction, veto power
    c) Economic and Social Council
    d) Trusteeship Council
    e) Secretariat
    f) International Court of Justice.

F. Members.
1. From 51 to the present more-than 150 Member States.
2. More than 1/3 of the Member States are those who have become independent since the United Nations was founded.
3. A meeting-place of representatives of all nations of the world, and an instrument for international co-operation.

G. Actions and activities of the United Nations
1. For peace and security
    a) Moderating influence internationally
    b) Prevention of small disputes and conflicts from developing into large-scale fighting
    c) The use of investigating committees, conciliation commissions, mediators, military observers, truce supervision teams, special representatives
    d) Actions taken by the United Nations from 1948 to the present.
2. Seeking disarmament
    a) The first atomic bomb
    b) Balance of power or balance of terror
    c) All nations agreed in principle to some disarmament; the basic

difference is how much inspection and control?

3. Science for peaceful purposes
   a) International Atomic Energy Agency—1957
   b) Exchange of information on peaceful uses of Atomic Energy
   c) United Nations Committee of Scientists working since 1956
   d) Cooperation in outer space. How international law may be applied to space.
4. For economic progress
   a) Article 55 of the United Nations charter, providing a broad framework for organized economic and social cooperation
   b) Aid to developing nations
   c) Sharing skills -- transfers of technology to developing nations through United Nations Specialized Agencies
   d) Financing development
      (i) Loans to developing nations for their projects with capital supplied by developed countries: International Bank for Reconstruction and Development (IBRD).
      (ii) International Finance Corporation (affiliate of the IBRD)
      (iii) Channeling of bilateral assistance
   e) Regional commission and institutes
      For exchange of information and training.
5. For Human Rights and Freedoms
   a) 10 December 1948, Universal Declaration of Human Rights—a statement of moral principles and goals for all peoples and all nations and not a code of law
   b) Helping children (UNICEF)
   c) Assisting refugees (United Nations High Commissioner for Refugees)
   d) Promoting self-government.

H. Specialized Agencies: Their own membership, their own organizations and their own budgets, but working in cooperation and consultation with the United Nations.
   1. United Nations Educational, Scientific and Cultural Organization (Unesco)
   2. World Health Organization (WHO)
   3. International Labour Organization (ILO)
   4. International Atomic Energy Agency (IAEA)
   5. United Nations International Development Organization (Unido)
   6. United Nations Children's Fund (Unicef)
   7. International Civil Aviation Organization (ICAO)

8. Universal Postal Union (UPU)
9. United Nations Environmental Programme (UNEP)
10. International Tele-Communications Union (ITU)
11. World Meteorological Organization (WMO)
12. Inter-governmental Maritime Consultative Organization (UMCO)
13. World Intellectual Property Organization (WIPO)
14. International Fund for Agricultural Development (IFAD)

What the schools can do

A. Pre-requisites

1. Trained teachers who have a good grasp of world history and the history of the United Nations.
2. Clear and well-defined syllabus about the United Nations.
3. The school library with good stocks of books on world history and books brought out by the United Nations.
4. Printed charts and other Illustrated material about work and organization of United Nations and its Agencies.
5. A financial provision for subscribing to journals and newspapers of the United Nations and those which give prominence to news about the United Nations and its Agencies.
6. If possible, to set apart a demonstration and lecture room.
7. An auditorium or open ground for arranging mock General Assembly sessions, mock Parliament sessions, and for organizing and observing International Days.

Coordination of various subjects

Lessons about the United Nations may be brought into standard school subjects, as suggested in the following.

Social Studies

1. Integration of the teaching of the principles and purpose of the United Nations and its related agencies in the study of world history and current events.
2. The study of cultures and customs of people and their relationships with one another, particularly with their own country in the area of geography.
3. The forms of government of different countries.
4. The economic development of countries and regions.

Learning methods may include those cited briefly here.

1. Collecting maps, pictures, posters and articles for board displays on United Nations themes.

2. Holding a panel discussion comparing the United States Bill of Rights and universal topics; for example, what human rights mean to students in their own community; recent United Nations works in human rights; outstanding problems in human rights, fundamental rights and fundamental duties to be good citizens.

3. Arranging for weekly reports on United Nations activities as part of the study of current events.

4. Making a large chart describing major organs of the United Nations and some changes that have occurred.

5. Drawing up a list of duties for students to follow in order to be good citizens of the school community.

Home Economics, Mathematics and General Science

1. Learning about family life in other lands; homes, foods, habits and manner of dressing.

2. Nutritional education and its importance in fighting hunger and malnutrition.

3. Studying the lives of scientists and their contributions to the world.

4. Studying the work of the Specialized Agencies of the United Nations in connection with units in general science such as the World Health Organization (WHO) for control of disease.

5. Underscoring the contributions of different countries to the development of various sciences.

6. Transportation and communication among countries.

7. Time conversions in various parts of the world as lessons in mathematics.

8. Conversions of monetary units of different countries to local currency in mathematics.

9. Observing and recording the weather daily. Find out which United Nations Agency helps weather forecasting and research and what they do.

10 Figuring the ratio of population to area in various countries and learning about Unesco's Population Education. Discussing how population ratios contribute to problems in food supply and how the Food and Agriculture Organization (FAO) is trying to help overcome them.

11. Preparing and discussing graphs of widely varying financial contributions of different countries to the United Nations; the growth of United Nations membership since 1945.

12. Preparing graphs and charts, illustrating statistical figures about the

United Nations, obtainable from the United Nations Information Service (UNIS).

Music Education

1. Listening to music of other countries with lessons of the sentiment of the music as influenced by their way of life.
2. Studying the biographies of musicians well known the world over.
3. The effect of various cultural influences on the types of music of particular countries.

Art Education

1. Designs and colour combinations of the flags of other countries.
2. Making pictures of landmarks the world over.
3. Studying famous painters and their paintings.
4. Making models of the United Nations Headquarters, Unesco Headquarters and other international buildings in clay, wood, cardboard or other materials. Describe the work done in each building, perhaps on a series of cards.
4. Preparing large paintings and posters on United Nations themes; for example, human rights, peace, working together, good health, population education, environmental preservation. . . .

Languages

1. Writing poems and stories about peace, freedom, conservation of nature, or the children's own ideas about the United Nations.
2. Building a glossary of United Nations terms that arise in class and discuss their meaning; for example, charter, council, delegates, resolution. Prepare a dictionary of terms, phrases, symbols and abbreviations, used in international communication.
3. Writing letters to children in other Member States of the United Nations.
4. Dramatizing information about UNICEF, WHO, the United Nations Environmental Programme, and other United Nations Agencies.
5. Discussing some of the ideas expressed in the Universal Declaration of Human Rights and rephrasing them in language suitable for the class.
6. Writing an article about Unesco for the school paper.
7. Writing a radio script reporting on some economic, social, technical and scientific activities of the United Nations and its Agencies.
8. Developing reading and essay themes.
9. Arranging exhibitions on United Nations themes.

Health Education

1. The work of related agencies of the United Nations in protecting the health of the people of the world; for instance, the World Health Organization, Unicef, the Food and Agriculture Organization.
2. Studies of scientists every where, and their work towards improving world health.
3. Cooperative work of nations towards the attainment of world health.
4. Adoption of a village nearby for health and cleanliness campaigns, then reporting it for the Associated Schools Programme.

All–school activities

School-wide projects offer an excellent means of involving many classes in activities related to the United Nations. Commemorative days present special opportunities for such projects: United Nations Day, 24 October; Human Rights Day, 10 December; World Health Day, 7 April ; Child Health day, 11 May. The vast scope of the United Nations makes it easy, however, to schedule school-wide observances for almost any time during the year.

Second, all subject department heads should make full use of the Unesco monthly, the Unesco Courier, which is published in many languages, and deals with global matters of universal interest.

Some all-school activities may also be:

1. conducting a poster or essary contest; for example, a poster competition on the Universal Declaration of Human Rights.
2. Holding a festival or international fancy-dress evening.
3. Publishing a United Nations Edition of the school newspaper, with contributions from every class.
4. Presenting a model Session of the United Nations.
5. Organizing a quiz on the United Nations.

In summary, the following approaches and methods are likely to bring results:

1. Utilizing current events on–
   a) The activities of the United Nations;
   b) the problem areas in the world, from the different standpoints of politics, hunger, deterioration of the environment;
   c) Scientific, educational, literary or economic projects on topics in the news.

2. Surveying the community—or the neighbourhood, city or province—for work involving international exchanges.
3. Utilizing pupil and student experiences:
   a) The racial composition of the school, of the neighbourhood: of the country itself (caution must be exercised);
   b) Cultural influences bearing on the practices and customs of the people;
   c) Foreign aid in the school, the community;
   d) 'Pen-pals'—pupils/students corresponding with those in other countries.
4. Answering appeals for aid.
5. Individual reports about international affairs based on special assignments and research work.
6. Student-initiated and pre-planned activities;
   a) School convocations, conferences and celebrations on important international dates and events;
   b) Open house on certain days for foreign friends and visitors;
   c) Campaign appeals for aid to needy countries (Projects particularly for UN/UNESCO clubs);
   d) Preparation of albums and kits about a country and its people for UN/Unesco clubs);
   e) Publishing newsletters about the United Nations and its agencies and their work.

What training colleges can do

1. Give the teacher trainees a thorough knowledge about the United Nations and an insight into its working.
2. Add lectures and discussions on world problems and the part the United Nations plays in trying to solve such problems.
3. Hold in-service courses on teaching about the United Nations.

What International and National Organizations can do

1. Organize short training courses for teachers in charge of United Nations activities and Education for International Understanding.
2. Organize workshops for the preparation of instructional materials of United Nations work.
3. Publish books and pamphlets on matters concerning the United Nations and its Specialized Agencies.
4. Translate and publish United Nations books in the national language.

5. Assist participating schools by supplying information about the United Nations.
6. Act effectively in developing friendships on national or international basis by organizing annual conferences, seminars and festivals where students and teachers from all parts of the country can meet to pool their experience and submit for discussion and solution the problems faced by them.

What Education Ministries and Departments can do

1. Give official recognition to international-oriented education taken up by schools.
2. Evolve a National Curriculum on"teaching about the United Nations and its Specialized Agencies".
3. Sanction necessary financial assistance to schools and national organizations for organizing workshops and training courses on teaching about the United Nations.

What national, regional and international organizations related to the United Nations and its Specialized Agencies can do is better and more explicitly dealt with in Unesco's recommendations concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms passed by the Unesco's General Conference at its 18th session held in Paris in October 1974. These recommendations should be effectively implemented by the concerned authorities.

Difficulties in teaching about the United Nations and Unesco.

The difficulties encountered may be classified into (A) administrative problems, and (B) academic problems.

A. Administrative problems.
   1. There is a strong apathy on the part of educational authorities to include this subject matter in the regular curriculum. Many authorities are even reluctant to include this teaching as a co-curricular or extra-curricular activity.
   2. In some schools enthusiastic teachers may even be denied recognition for work in this internationally vital subject.
   3. Facilities and budgetary allocations, as are available for activities like scouting and sports, are not allowed for this activity. Even for classroom facilities the teacher is left to fend for himself or herself and often hold out-door sessions for the subject.

4. Some educational authorities do not consider a teacher who participates in United Nations and other international conferences, as being on duty: the teacher has to apply for leave.
5. While selecting books, periodicals and materials for purchase by the school, the teacher in charge of United Nations activities and Education for International Understanding is not consulted or asked to give a list of the items which he or she may need for this project.
6. With no regular period in the school timetable provided, and the activity planned for after-school hours—even if the teacher is prepared to give additional time—students may not join the activities because it means staying in the school beyond the regular school period.
7. No incentives are provided for teachers or students working on the project.
8. The transfer of teachers often disrupts the programme's continuity.

B. Academic

1. World problems may seem too great and beyond the powers of both teachers and students, at least below the level of college courses in International Relations. (Some young people in recent years have grasped some central ideas about the collective problems and destiny of the human race more thoroughly than some of their teachers, who argue that these matters are too difficult and complex for young people to understand). World problems by their very nature are bound up with questions that are topical and controversial and a great many schools and teachers hesitate to deal with these.* In many countries or provinces, school curricula and syllabi are not opened up to accommodate any new subject matter. The traditional range of teaching methods has not been broadened fully in most school systems to include new ways of working and even new teacher/pupil relationships. Some of the existing teacher-training institutions have not broadened their programmes to include teaching about the United Nations as a teaching subject or even patronize the activities as they do for scouting and guiding. Suitable teaching materials and aids are not available.* Regular programmes for the in-service education of teachers in charge of these activities may not exist. The developing countries should avail themselves of subsidies which are available for the purpose, and publish national-language versions of United Nations publications.

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* The *Unesco Courier*, mentioned previously, has over the years handled difficult global questions, involving racial, political and religious issues. This publication should be part of the materials used in teaching Education for International Understanding. *Editor*

Annex 1

AGENDA OF THE SEMINAR

1. Opening of the seminar

2. Election of Officers

3. Adoption of the agenda

4. Special Presentation: The role of Education for International Understanding, Cooperation and Peace in the context of the development of the Asian and Pacific region toward the year 2000

5. Review of activities undertaken in Education for International Understanding in Unesco's Member States participating in the Associated Schools Project
   a) Activities at various levels and types of school education
      (i) primary schools
      (ii) secondary schools
      (iii) institutions of teacher training and higher education
   b) Issues and problems
   c) Future plans and prospects

6. Analysis of past experience in Education for International Understanding with particular reference to major problems and constraints

7. Discussion of new strategies and orientation of Education for International Understanding

8. Discussion of innovative approaches, methods and teaching aids in Education for International Understanding

9. Adoption of the Final Report

10. Closing Session

Annex 2

SCHEDULE OF THE SEMINAR

27 Oct. (Tue.)

09:30 – 10:00	Registration
10:00 – 10:30	Opening session Opening address Dr. Rhee Kyu-Ho Chairman, Korean National Commission for Unesco and Minister of Education Welcoming address Dr. Park Bong-Shik Secretary-General, Korean National Commission for Unesco Congratulatory Address Dr. Thamrong Buasri Representative of Unesco Regional Office for Education in Asia and the Pacific
10:30 – 10:45	Introduction of participants
10:45 – 11:00	Coffee break
11:00 – 11:15	Election of officers of the Seminar (chairman, vice-chairman and two rapporteurs)
11:15 – 12:00	Special presentation by Dr. Park Bong-Shik, Professor of International Relations, Seoul National University, and Secretary-General of the Korean National Commission for Unesco: "The Role of Education for International Understanding, Cooperation and Peace in the Context of the Development of the Asian and Pacific region towards year 2000".
12:00 -14:00	Luncheon
14:00 – 15:40	Presentation of country reports by participants: (Review of activities undertaken in Education for International Understanding in Unesco's Member States participating in the Associated Schools Project; considering activities at various levels and types of school education: primary schools, secondary schools, institutions of teacher-training and higher education, difficulties, issues, and problems; and future plans and prospects.)

15:40 – 16:00	Coffee break
16:00 – 17:15	Presentation of country reports (continued)
18:30 –	Reception given by Dr. Park Bong-Shik, Secretary-General of the Korean National Commission for Unesco at King Sejong Hotel.

28 Oct. (Wed.)

09:40 – 10:55	Presentation of country reports (continued)
10:55 – 11:20	Coffee break
11:20 – 12:00	Report of Activities in the Associated Schools Project in Europe: the Case of Belgium
12:00 – 14:00	Luncheon
14:00 – 15:30	Discussion: Analysis of past experience in Education for International Understanding with particular reference to major problems and constraints.
15:30 – 15:50	Coffee break
15:50 – 17:20	Discussion: New strategies and orientation of education for international understanding.

29 Oct. (Thu.)

10:00 – 10:30	Attendance at the Opening Ceremony of the Exhibition of the International Year of Disabled Persons, Unesco House.
10:30 – 12:00	Discussion on innovative approaches, methods and teaching aids in Education for International Understanding
12:00 – 14:00	Luncheon hosted by Dr. Kim Kyu Taik, President of International Cultural Society of Korea at Korea House.
14:00 – 16:00	Visit to the Demonstration Primary School, College of Education, Ewha Woman's University
17:00 – 18:00	Appreciation of Korean traditional music performance

30 Oct. (Fri.)

10:00 – 12:00	Visit to the National Museum and Gyeong-Bok Palace
12:00 – 14:00	Luncheon
14:00 – 18:00	Sightseeing of Korean Folk Village

31 Oct. (Sat.)

10:00 – 11:00	Adoption of the Final Report
11:00 – 11:15	Closing session

Annex 3

LIST OF DOCUMENTS AND MATERIALS

1.	ASPRO/SEL/INF. 1	Provisional Agenda
2.	ASPRO/SEL/INF. 2	General Information
3.	ASPRO/SEL/INF. 3	Provisional Schedule
4.	ASPRO/SEL/INF. 4	Provisional List of Participants
5.	ASPRO/SEL/INF. 5	Provisional List of Documents and Materials
6.	ASPRO/SEL/REPORT 1	Country Report from Bangladesh
7.	ASPRO/SEL/REPORT 2	Country Report from Indonesia
8.	ASPRO/SEL/REPORT 3	Country Report from Japan
9.	ASPRO/SEL/REPORT 4	Country Report from Korea
10.	ASPRO/SEL/REPORT 5	Country Report from Malaysia
11.	ASPRO/SEL/REPORT 6	Country Report from Nepal
12.	ASPRO/SEL/REPORT 7	Country Report from Pakistan
13.	ASPRO/SEL/REPORT 8	Country Report from the Philippines
14.	ASPRO/SEL/REPORT 9	Country Report from Sri Lanka
15.	ASPRO/SEL/REPORT 10	Country Report from Thailand
16.	ASPRO/SEL/REPORT 11	Report of the Activities in the Unesco Associated Schools Project in Europe
17.	ASPRO/SEL/REPORT 12	The role of education for international understanding, cooperation and peace in the context of the development of the Asian and the Pacific region toward year 2000
18.	ASPRO/SEL/ADDRESS 1	Opening Address
19.	ASPRO/SEL/ADDRESS 2	Welcoming Address
20.	ASPRO/SEL/ADDRESS 3	Congratulatory Address
21.	Unesco, Unesco Associated Schools Project	
22.	Unesco, International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace-Report	
23.	Unesco, Evaluation of the Unesco Associated Schools Project in Education for International Co-operation and Peace	
24.	Unesco, World Problems in the Classroom	
25.	Unesco, International Understanding at School No. 37	
26.	Korean National Commission for Unesco, Unesco Activities in Korea (1978-79)	
28.	Korean National Commission for Unesco, Unesco Activities in Korea (1980)	

Annex 4

LIST OF PARTICIPANTS

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Director
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Mr. Kim Yong Joo

Secretary, Division of Education

Mr. Cheon Se Yeong
Secretary, Division of Education

Annex V - A

ADDRESSES

OPENING ADDRESS BY DR. RHEE KYU-HO
Minister of Education and
Chairman of the Korean National Commision for Unesco

Distinguished participants, ladies and gentlemen,

I am greatly pleased to deliver this address as chairman of the Korean National Commission for Unesco and also as the Minister of Education of the Republic of Korea at the opening session of this highly important educational nar.

First of all, I would like to extend my cordial welcome to Dr. Thamrong Buasri, the representative of the Unesco Regional Office for Education in Asia and the Pacific, Mr. Paul Morren, the consultant from the European region and all participants and observers from the Asian Member States who are attending this seminar.

I would like to remind you of the significance that Korea hosts this seminar ten years after the holding of the 1971 Regional Conference on Education for International Understanding in Asia. Furthermore, this seminar bears added significance in that it is a regional meeting of Asian and Pacific nations which will benefit the Intergovernmental Conference on Education for International Understanding which is scheduled for next year.

As you know well, more than 30 years have passed since Unesco initiated a programme for education for international understanding and embarked on its implementation with cooperation from its Member States after keenly realizing its importance for preventing war and firmly establishing the ideal of peace.

The objective of this programme, as I understand it, is to create a peaceful world by eliminating prejudice and distrust and promoting mutual friendship and cooperation through education for growing youths aimed at helping them deepen their mutual respect and understanding.

In spite of these efforts, however, the causes of dispute and opposition originating in prejudice and distrust are still smouldering everywhere in the

world and the Asia-Pacific region where we live is no exception.

Making matters worse, the actuality remains that war today risks expansion to the level of regional or global hostilities making it impossible for any single country or nation to ignore it.

Despite the fact that nations of the world are now neighbors to each other due to the astounding developments in technology, we notice the paradoxical phenomenon that the width of their mutual distrust seems to be growing.

I believe that the reason why mutual understanding and cooperation instead of prejudice and distrust among countries and nations of the world are required more urgently now than at any time before can be found in this reality.

Seen from this viewpoint, education for international understanding ought to be strengthened further with the wholehearted support of all the Member States. I also believe that the significance of this seminar may be found in this context.

I sincerely hope for this reason that this seminar will not only provide a good impetus for promoting mutual understanding among peoples in the Asia and Pacific region but will even make a contribution to establishing world peace.

I also hope that the participants who are attending this seminar will engage in earnest discussions and exchange their opinions in order to advance the Unesco Associated Schools Project, still in the demonstration stage, to a wider and more universal level.

Lastly I pray for success in this seminar so that all the attendants will cherish its memory. Though a little chilly, I wish that you will enjoy the beautiful autumn sky of Korea during your stay in our country.

Thank you for your kind attention.

Rhee Kyu-ho
Minister of Education

Annex V - B

WELCOMING ADDRESS BY DR. PARK BONG-SHIK
Secretary-General, Korean National Commission for Unesco

Respectable Minister of Education, representative of the Unesco Regional Office for Education in Asia and the Pacific, Ladies and Gentlemen

First of all I would like to extend my heartfelt welcome to all participants on behalf of the Secretariat of the Korean National Commission for Unesco which sponsors this regional seminar designed to devise means of further developing the Unesco Associated Schools Project. I also would like to express my thanks to Unesco, which provided support to this Commission in sponsoring this event.

For the past 30-plus years since its admission to Unesco, the Korean National Commission has been engaged in various activities with a view to making a contribution to the Unesco effort to defend world peace. Our sponsorship of this seminar is part of these activities. It is expected that this Commission will continuously plan and implement further substantial projects in the future in our region.

As pointed out earlier by His Excellency, Minister of Education Dr. Rhee Kyu-ho, this seminar is held in Seoul ten years after the 1971 Regional Conference for International Understanding. The seminar bears great significance in that it is designed to examine the activities which have been in progress in the Asian region for promoting international understanding and discover a new vision with which to brighten the 21st century.

The Asian region probably has a more complicated mixture of various cultures than any other region in the world. The confrontation between the rich and the poor is very serious in this region where both advanced and developing countries coexist. Furthermore, clashes of interest among nations seem to become more serious day by day in this region. And a danger of imminent war always looms here.

In consideration of this volatility of the Asian region, it may not be an exaggeration to assert that international understanding is the supreme task for defending world peace. When the whole world is united harmoniously

into one community of mankind, the danger of war will disappear forever. As preconditions for the task, the establishment of a regional community and common identity in consciousness are immensely important.

Recognizing the importance of promoting international understanding, Korea embarked on education for international understanding in 1961 by selecting four schools for the Associated Schools project (which was then still in the demonstration stage). Since that time the Project has been steadily expanding its scope and now as many as 34 schools are participating in it. In mutual cooperation these schools hold various training sessions and publish and distribute books with a view to helping the youths deepen their understanding of Asia and the world.

In addition, this Commission has launched a positive supporting campaign for the Associated Schools Project; and our activities in this field will be continued and further expanded.

I firmly believe that this seminar, which is held at the moment when the Associated Schools Project has already passed the stage of demonstration and is about to enter a stage of universal implementation, will provide a strong impetus to the promotion of international understanding—especially in Asia.

Lastly I pray for success in this meeting and hope that participants will engage in active discussions and exchange their opinions in a frank manner.

It is hoped especially for participants from foreign countries that this seminar will be a fruitful one. In spite of the cool weather, I sincerely hope that you will enjoy a warm stay in Korea.

Thank you.

Annex V - C

CONGRATULATORY ADDRESS BY DR. THAMRONG BUASRI
Representative of the Unesco Regional Office for Education in Asia and the Pacific

Your Excellency, Dr. Park Bong-shik, Distinguished Delegates, Ladies and Gentlemen

On behalf of the Unesco Regional Office for Education in Asia and the Pacific, Bangkok, I would like to express my thanks and appreciation to the Korean National Commission for Unesco for inviting me to attend this meeting and for providing me with the opportunity to say a few words to you this morning.

As you already know the promotion of international cooperation and peace through school education has from the beginning been one of Unesco's basic aims. We may say that the Associated Schools Project is one which could be considered as a means of achieving such aim. Since its inception in 1953, the number of Associated Schools has increased many-fold, from 33 schools in 15 countries to a world-wide network of some 1,400 schools in over 70 countries. This is an encouraging accomplishment although in most cases the number of Associated Schools as compared to the total number of schools in any particular country is only a small percentage.

There are many problems encountered by the Associated Schools in carrying out their tasks. The problem of the role and responsibilities of Associated Schools within the framework of the educational system is a pertinent one. Some schools are faced with the problem of sustaining the interest and enthusiasm of individual teachers and improving their teaching abilities. Other schools do not have all the necessary human, technical and financial resources to carry out the project. In some cases the already overloaded curriculum makes it difficult to introduce new dimensions to it. In other cases, teachers often resist changes in their methods of teaching to promote effective education for international understanding.

In spite of all the problems and difficulties, the Associated Schools have made considerable achievements. There are numerous examples of practical and successful projects conducted by individual schools and by the national coordi-

nating bodies. There are several evidences which show that teachers and students are awakened to the need for peace, international understanding and respect for human rights and are prepared to accomplish these tasks. Some countries have taken positive action in curriculum development and in carrying out community-oriented activities. The awarding of prizes to the most active Associated Schools was instituted in one country and was found to be a great motivation for the schools. In another country textbooks related to international understanding were improved. There are many other examples carried out by the Associated Schools which show the strength and potentialities of the Project. It seems very desirable at this juncture to congratulate the Schools and those involved in the project for their continuing efforts, interests and enthusiasm and for the achievements they have made.

This meeting which aims at reviewing and analysing the experiences of Member States and the exploration of new ideas, strategies and approaches in bringing about the development of Education for International Understanding will no doubt set a new pace for the countries in carrying out their tasks. I believe that the outcomes of this meeting will help the countries in coping with the existing international tensions and conflicts, the violation of human rights, the arms race and the persisting inequalities which can be observed in many parts of the world.

Your Excellency, ladies and gentlemen, to conclude my address allow me to thank the Korean National Commission for Unesco for its effort to apply and interpret Unesco principles of peace and international understanding and cooperation and again to congratulate those who are involved in the Project. For those of you who are attending this meeting please accept my thanks and best wishes for the success of your deliberations.

Thank you.